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A Library Primer

By

John Cotton Dana

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Library Bureau

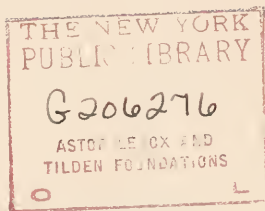
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1920

To
Samuel S. Green, William I. Fletcher
and Charles A. Cutter

Preface to First Edition

A LIBRARY PRIMER" was published in the first six numbers of Public Libraries in 1896.

It was quite largely made up of extracts from an article by Dr. W. F. Poole on "The organization and management of public libraries," which formed part of the Report on Public libraries in the U. S., published by the U. S. Bureau of education in 1876; from W. I. Fletcher's "Public Libraries in America"; from Mary W. Plummer's "Hints to Small Libraries"; and from papers in the Library journal and A. L. A. Proceedings.

At the request of a number of people interested I have revised, rewritten, and extended the original draft for publication in book form. Additional material has been taken from many sources. I have tried to give credit in good measure. The prevailing tendency among librarians is to share ideas, to give to one another the benefit of all their suggestions and experiences. The result is a large fund of library knowledge which is common property. From this fund most of this book is taken.

The Library Primer is what its name implies. It does not try to be exhaustive in any part of the field. It tries to open up the subject of library management for the small library, and to show how large it is and how much librarians have yet to learn and to do.

J. C. D.

*The City Library,
Springfield, Mass., 1899.*

Preface to Second Edition

I HAVE brought lists of books, magazines, etc., down to date and have modified the text as changes in facts and methods since 1897 have made necessary.

J. C. D.

*Free Public Library,
Newark, N. J., 1909.*

Preface to the Edition of 1920

OF the Primer as first published in 1896, and slightly revised in 1909, very little remains in this edition. I have omitted all contributions from others, have rewritten or dropped nearly all my own work, have added much, and thus have made an entirely new volume.

The name is retained, for the book has still in view the same kinds of readers as did the first edition of twenty-five years ago — beginners, ambitious assistants and managers of small libraries.

I retain the dedication noted in the first edition, for though the men to whom I was permitted to dedicate that volume have left us, I feel now more proud than I ever did that it was once my privilege to call them friends.

The shortcomings of the book must all be laid at my door; for such merits as the reader finds in it he must include, in his thanks, my fellow-worker of many years, Beatrice Winsor.

Mr. H. R. Datz of Library Bureau was kind enough to read the book in manuscript and to offer for it many helpful suggestions. And that statement leads me to say that I am much gratified that Library Bureau has willingly undertaken the publication of this revision, as it did of the previous editions.

J. C. D.

*Public Library,
Newark, N. J.
September, 1920.*

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A Library Primer

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Chapter I

Sketch of Library Development in the United States

THIS book will be used chiefly by persons who are beginning work in a library or beginning to read and study in preparation for such work, and so, though it is in some parts addressed to trustees of libraries and to persons who are trying to establish libraries or to improve existing ones, it has been written with two definite purposes in mind: one, that of helping those who wish to learn how to be useful in a large library, and the other, that of helping those who wish to learn how to manage a small library. It is not a manual; that is, it does not tell in detail how to do things, except here and there. It is a primer, a first, brief, suggestive outline. One reason why it can be brief is that it deals almost wholly with work in free, tax-supported, public libraries.

Libraries came to their present position in our country in this way: The first comers wished their children to be educated. They set up schools, and paid for upkeep of them by subscription. After a time they thought it wise to have all children taught; so they made the schools free and supported them by a school tax. Collections of good books seemed to them to help in general

education, so they began to set up libraries, at first by subscription or by large gifts from individuals. Later they thought libraries, like schools, would be helpful if free to every one. So they supported them by library tax. In 1876 we did not have many libraries, other than those in schools and colleges and those supported by private subscription, and the latter were open only to those who paid something to maintain them.

In 1876 the modern library movement began. A few able and active men pushed on this movement. Look at the early numbers of *Library Journal* and the report on libraries issued in 1876 by the Bureau of Education, and you will learn who these men were, and how great was the task they undertook and carried through under the library conditions of that day.

The growth of libraries since 1876 has been very rapid. Look at recent numbers of the *Library Journal*, of *Public Libraries*, of the *Bulletin of the American Library Association* and of reports on libraries issued by the Bureau of Education and you will see how far we have come.

Those who led the movement for more and better libraries gave much thought and study to methods of handling books. In about twenty years the leaders, and their followers also, did much to make the value of libraries more widely appreciated.

The gifts from rich men of library buildings, and these gifts have been many in the past twenty-five years, helped to make quite rapid the growth in the number of libraries. This brought on a

large demand for library workers; and this, in turn, led to an increase in library schools. Unfortunately, most citizens who took up the library idea thought of libraries as mere book-collections, housed in buildings designed to ornament a town. They half-unconsciously desired to put up memorials to local culture, and not to establish live institutions that would help promote much-needed general intelligence.

But in spite of the harm done by too eager acceptance of library gifts, this same acceptance, together with a general growth in the reading habit and an increased popular interest in education, caused libraries to grow in number and size, and in importance as aids to education. They widened gradually the field they covered. Organizations of librarians multiplied and helped to give the more important part of library work quite a professional tone.

Look at the report of the proceedings of the national library organization, published in 1893, and at a few copies of library journals from that date to about 1900 and you will see how libraries stood and what librarians were interested in after twenty years of growth from 1876.

Then look in copies of the same journals and in reports of library association proceedings and in the statistical publications of the Bureau of Education for the years, say, 1914-16, and you will get quite a clear idea of the manner of library development and of the expansion of the ambitions and aims of librarians during forty years.

You will note that in the latter part of this

period there arose a strong movement in libraries to take over some of the functions of the schools, with efforts to practice teaching, and even to teach the teachers. You will note, also, an attempt to induce the industrial and business world to use the resources of libraries. Follow these two movements through an occasional journal or volume of proceedings and you will see the former slowly resolving itself into a close co-operation with teaching, with libraries managed by trained persons in school buildings; and the latter developing into libraries in manufacturing plants and business houses and there serving both the worker and the expert.

I hope that a reading of the above sketch of library development, and of the more general chapters in this book, will give certain fairly clear impressions, among them these: The growth of print has increased the reading habit. This increase has helped to make collections of print seem more useful. Thus the work of skilled librarians has become more important. From these facts we conclude that librarians have not made libraries; but that many and varied circumstances have brought us libraries, and these have made the librarians.

As librarians—products of our environment and not creators of any of the features of that environment—we are in good position to help make libraries more useful. We can slowly persuade our fellows to make library buildings central, ample, and convenient for those who use them. We can help to make the book-collections in schools, col-

leges, and business and industrial plants more complete, more comfortably housed, and better managed. We can learn to be sympathetic toward scholars, students, and investigators, of whom we have too few. We can explore new fields of library work as they are suggested by our more inventive friends, yet be, at the same time, not over-sure that any one of these new fields is proper for us to cultivate continuously. We can try to get so broad a view of all kinds of work with print—I mean the collecting and mastering of all kinds of it for all possible purposes—that we can sympathize with each and every kind and be hostile to none.

Chapter II

Library Beginnings — Library Law — Printed Aids to Library Promotion

IF the establishment of a free public library in your town is under consideration, the first question is probably this: Is there a statute which authorizes a tax for the support of a public library? Your state library commission, if you have one, will tell you if your state gives aid to local public libraries. It will also tell you about your library law. If you have no library commission, consult a lawyer and get from him a careful statement of what can be done under present statutory regulations. If your state has no library law, or none which seems appropriate in your

community, it may be necessary to suspend all work, save the fostering of a sentiment favorable to a library, until a good law is secured.

In the Supplement will be found a list of state library commissions and a list of books and articles on library laws.

Before taking any definite steps, learn about the beginnings of other libraries by writing to people who have had experience, and especially to libraries in communities similar in size and character to your own. Write to some of the new libraries in other towns and villages of your state, and learn how they began. Visit several such libraries, if possible, the smaller the better if you are starting on a small scale.

Your state library commission no doubt has an "organizer," meaning a person who helps to improve library conditions in the state. This organizer will probably on request come to your town, look over the situation, give advice and aid, and, if need be, address a small group of friends of the new library idea, or a public meeting called to consider it.

This same organizer, or the secretary of the American Library Association, or the librarian of any city, will send you, on request, printed information in the form of books, pamphlets and journals, on how to start a library campaign, how to establish a library, what a library will cost, how to get a librarian, why a town needs a library, and on other like topics,

Chapter III

Preliminary Work

IT is not always well to make large plans and ask for state aid at the outset. Make a beginning, even though it be small, is a good general rule. This beginning, however petty it seems, will furnish a center for further effort, and practical illustrations for arguments one may wish to use in trying to interest others.

Each community has different needs and begins its library under different conditions. Consider, then, whether you need most a library devoted chiefly to the work of helping the schools, or one to be used mainly for reference, or one that shall run largely to periodicals and be not much more than a reading-room, or one particularly attractive to girls and women, or one that shall not be much more than a cheerful resting-place, attractive enough to draw men and boys from the street corners. Decide this question early, that all efforts may be concentrated to one end, and that your young institution may suit the community in which it is to grow and from which it is to gain its strength.

Having decided to have a library, keep the movement well before the public. The need of a library, its great value to the community, should be urged by the local press, from the platform, and in personal talk. Include in your canvass all citizens, irrespective of creed, business, or politics, and whether well educated or not. Enlist the support of teachers and through them interest

children and parents. Literary, art, social and scientific societies and local clubs of all kinds should be champions of the movement.

In getting notices of the library's work in newspapers, mention of it from lecture platforms, or in clubs and literary, artistic, and musical societies, it is better to refrain from figures and to deal chiefly in general statements about what the library aims to do and what it has done.

Professional advertisers have a national organization, with branches or allied institutions in many cities and small towns. Members of these advertising and business-promoting groups are strong advocates of reading and therefore of the use of books and of libraries. They will help in publicity work of all kinds.

In the lists in the Supplement you will find named organizations which are eager to help establish and promote libraries.

Chapter IV

What Does a Public Library Do for a Community?

IT supplies recreative reading. Most of us lead rather humdrum lives. Novels open doors to an ideal life in the enjoyment of which one forgets the hardships or the tedium of the daily grind. The library can make this reading of more value and can help to extend it.

The library supplies books on every profession, art, or handicraft. With the help of these all who care to study may perfect themselves in their respective callings.

The library helps in social and political education, in training citizens. It has books and periodicals which give the thoughts of the best writers on economic and social questions.

The highest and best influence of the library may be summed up in that much-abused word, "culture." Perhaps no other word so well suggests the possible results of the influence on a community of a group of good books and journals wisely administered.

The library is a free reading-room. If conducted as it should be it will attract many boys and girls, and will give them a fair chance to discover if they are, by nature, students; and, through the wide range of subjects which its books and journals cover, it will almost compel some of the young people of the town to discover their several special tastes and aptitudes. Much has been said, perhaps at times too much, of the value to the young of an opportunity to browse through a large collection of books. If too much praise was ever given to this, often aimless, book-gazing, it was because the one who praised it had in mind "literature" only. Now few are born to care for "literature" and those few will find it in any good library. The library to-day contains many things besides literature; it covers a far wider range of subjects than did the library of forty years ago. The daily press, the inexpensive journals, the out-

door advertising, daily talk and life on the streets all help even in the smallest village to suggest to active-minded children a vast number of interests and many possible future occupations.

Add to these sources of suggestion the broader and richer one which lies in the well-chosen books and journals on the open shelves of a public library, and you supply every one with an inviting opportunity to find himself, to awaken that impulse to learn and do some definite thing which seems to be, in most of us, ready to rise to action if it is but called. The open library, then, can pick up and hold as readers — serious readers, even though such only for a few minutes — the boys and girls — yes, and men and women also — who are, quite unconsciously, looking for the one thing in our complex life which each can most enjoy and best do.

The library should be particularly helpful in this matter to those who lack books and opportunities to read at home.

The library is the ever-ready helper of the school-teacher. It aids the work of reading circles and other home-culture organizations, by furnishing books required and giving hints as to their value and use. It adds to the usefulness of courses of lectures by furnishing books on the subjects to be treated in them.

The library, then, helps to elevate and refine the taste, to give greater efficiency to workers, to diffuse sound principles of social and political action, to increase general culture, and to find for

each boy or girl a special interest and a native talent.

The library of greatest value at present is unquestionably the free public library, brought under municipal ownership, and, to some extent, municipal control, and forming part of the educational system. The sense of ownership in it makes the average man willing to accept and use the opportunities of the free public library, while he turns aside from book privileges in any other guise.

That the library is a part of our educational system should never be lost sight of either in establishing it or in managing it. To many it comes as their first and only educational opportunity. The largest part of every man's education is that which he gives himself. It is for this individual self-administered education that the public library furnishes tools.

The library furnishes also some of the essential tools of business, and of this more is said in a later chapter.

On all the industries of the village or town, and on many of those in a great city, it has the best and latest books, — those on the trades and sciences.

It stimulates local interest in painting, sculpture, engraving, music, oratory, household arts and all the applied arts by its books and pictures.

It gathers and displays good reading on village and town improvement. And it is itself, however modest or however ornate its quarters, by reason of its own attractiveness and order, and its own

ever-changing manner of presentation of books, journals, pictures, and adornments, a constant source of suggestions for house, office, store, factory or town adornment and improvement.

Chapter V

Trustees: What They Should and Should Not Do

THE methods of village, town, and city government are so varied and are changing so rapidly that it is impossible to have a definite opinion on the question whether trustees should be appointed or elected. The former method seems on the whole to give the better results. The trustees as a body should not be self-perpetuating.

The library board should be small, with not over three members in small towns. In cities, a larger board can represent more thoroughly different sections of the town and different elements in the population. But a board of more than seven members is almost never as helpful as is one of seven or less.

The board should be divided into several groups, one group going out of office each year. A library can, under this plan, keep in close touch with popular needs and new ideas.

Some of the qualifications for a trustee of a public library, a fair education and love of books being taken for granted, are sound character,

good judgment, common sense, public spirit, representative fitness. Do not assume that because a man has been prominent in political, business, or social circles he will make a good trustee.

General culture and wide reading in a trustee are generally more serviceable to the library than is the knowledge of specialist or scholar. Good sense is more useful than a taste for literature.

Let different sections of the town's interests be represented on the board, if possible. Let neither politics nor religion enter into the choice.

A trustee is elected to preserve and extend the benefits of the library. He should not hold his position unless he takes a lively interest in the library, attends trustees' meetings, visits other libraries, understands the possibilities and aims of his own, and keeps close watch of the tastes and requirements of his constituency. His duties include care of funds, supervision of expenditures, determination of library's policy, selection of librarian, close watch of work done, and comparison of the same with results reached in other libraries.

A board should do most of its business through its chairman, secretary, treasurer, and special committees of one. The librarian should act as secretary. The treasurer, if he holds the funds in his hands, should be put under bonds.

The trustees are the responsible managers of the library; the librarian is their expert executive. If they have a good librarian, the trustees ought to leave the management of the library to him, supplementing his ability without impeding it. They should leave to him selection, management,

and dismissal of all assistants; methods and details of library work, and choice of books.

Efficiency of employees can best be obtained through application of the cardinal principles of an enlightened civil service of the library's own, that is, absolute exclusion of all political and personal influence, appointment for definitely ascertained fitness, promotion for merit, and retention during good behavior.

The subject of civil service is beginning to present itself to librarians and trustees of small libraries. The best form of civil service as already said is that which is maintained by the library itself. All wise trustees and all good librarians wish to have all their workers engaged and promoted on merit only. If they live up to this wish, then they have a civil service of their own; and librarians are almost unanimous in thinking it is the best kind. The librarian should manage it and trustees should see to it that he manage it well. Civil service as administered for a library by an independent municipal or state commission is not a helpful thing.

Chapter VI

Rules, or By-Laws, for a Board of Trustees

THE by-laws which follow are based upon and agree very closely with a set which has long been followed by the library trustees of a large city. They assume that the trustees are seven in number, two being members *ex officio*,

—the mayor and the superintendent of schools. They assume, also, that the other five are appointed by the mayor, one each year; though if chosen by popular vote the by-laws would apply equally well. And they assume, moreover, that the trustees receive from the city treasurer the funds which they are entitled to receive each year and deposit the same to their credit in such bank as they may select and draw upon the same for their expenditures.

This board has no standing committees. The best authorities seem now agreed that a small board, having charge of public affairs, should deliberate and act as a whole, in most cases. Not infrequently special committees, usually of one member only, are appointed for special work.

The by-laws are based on the assumption that the board engages a competent manager, gives him authority, and holds him responsible for results. This line of action is, like the custom of coming to conclusions as a board direct instead of through standing committees, in accordance with the views of the best authorities.

Of a library it is as true as it is of any other business institution, large or small, that it can be best managed by one person. Prolonged discussion, by a group of persons not familiar with its activities, of the details of a going concern, with resulting opportunities and incentives to interfere in those activities, is quite other than helpful. More libraries have been harmed by active trustees than have been helped by them. The directors of large corporations put the re-

sponsibility of management on one man, and ask him to guide the affairs of the corporation to successful issues. Trustees of libraries should follow this example.

Rules, or By-Laws

ARTICLE I. OF THE TRUSTEES

SECTION 1. The trustees shall meet for organization, annually, on

SECTION 2. The officers shall be president, vice-president, and treasurer, elected by ballot at the annual meeting to serve for one year. They shall be members of the board.

SECTION 3. Vacancies in offices shall be filled for the unexpired term at the first regular meeting of the board after the vacancy occurs.

SECTION 4. The president shall preside at meetings and sign all warrants drawn upon the city treasurer by order of the board.

SECTION 5. In the absence of the president the vice-president shall exercise the president's functions, and may, at the request of the president, sign warrants in the latter's place, drawn on the city treasurer by the order of the board.

SECTION 6. The treasurer shall have charge of the funds and keep the accounts of the board. He shall pay all bills properly approved by the board.

ARTICLE II. OF MEETINGS

SECTION 1. Meetings of the board shall be held on Special meetings may be called by the secretary at the direction of the president or

at the request of three trustees, and the notices for such special meetings shall state the objects for which they are called.

SECTION 2. At all meetings four members of the board shall constitute a quorum.

ARTICLE III. OF OFFICERS AND EMPLOYEES

SECTION 1. The principal officials shall be librarian, secretary, and assistant librarian and assistant secretary.

SECTION 2. The board shall, upon the advice of the librarian, appoint officials and employees, fix their salaries, define their duties, and retain them during its pleasure. If charges are preferred against any official or employee, he or she shall have the right to an investigation and a hearing before the board.

SECTION 3. In addition to the specific duties of officials and employees, they shall perform any duties relating to the work of the library which may be assigned to them by the librarian.

ARTICLE IV. OF THE LIBRARIAN

SECTION 1. The librarian shall be the executive of the Board of Trustees, and under them have general charge of the library and of all persons employed therein. He shall be held responsible to the board for the proper management of the library, for the preservation and care of its property, and for the discipline and efficiency of its service.

ARTICLE V. OF THE SECRETARY

SECTION 1. The librarian shall act as secretary of the Board of Trustees, and keep full and correct reports of their proceedings.

SECTION 2. He shall give notice of all board and committee meetings at least twenty-four hours before the time of such meetings.

ARTICLE VI. OF THE ASSISTANT LIBRARIAN AND ASSISTANT SECRETARY

SECTION 1. The assistant librarian shall, under the librarian, have control of the library employees, and shall perform such duties as may be assigned to him by the librarian.

SECTION 2. In the absence of the librarian, the assistant librarian shall attend to such details of administration as the routine of the library demands and shall act as secretary to the Board of Trustees.

ARTICLE VII. OF THE LIBRARY SERVICE

SECTION 1. The position and duties of all persons in the library, not expressly mentioned in these by-laws, shall be prescribed and defined from time to time by the Board of Trustees on the advice of the librarian.

ARTICLE VIII. OF THE ORDER OF BUSINESS

The order of business at the regular meetings of the board shall be:

1. Calling roll.
2. Reading of minutes.

3. Report of Treasurer.
4. Reports of special committees.
5. Report of Librarian.
6. Reading of communications.
7. Presentation of claims.
8. Election of officers.
9. Unfinished business.
10. New business.

ARTICLE IX. OF RESOLUTIONS AND ORDERS

SECTION 1. A majority of the votes of all the members of the board shall be necessary for the adoption or passage of any resolution or order.

ARTICLE X. OF AMENDMENTS

SECTION 1. These by-laws may be amended at any regular meeting by a majority vote; provided that specific notice of proposed amendments shall have been given at a previous regular meeting.

Chapter VII

The Librarian: Note for Trustees and Friends of Your Library

IF circumstances permit, the librarian should be engaged before the general character of the library and plan of administration have been determined upon. If properly selected, he or she will be a person of experience in these matters, and will be able to give valuable advice. Politics,

social considerations, church sympathies, religious prejudices, family relationship — none of these should be allowed to enter into his selection. Secure an efficient officer, even at what may seem at first a disproportionate expense. Save money in other ways, but never by employing a forceless man or woman as librarian.

Schools of library economy and the growth of public libraries have made it possible for any new library to get a good librarian by paying a proper price therefor. If lack of funds or other considerations make it necessary to employ a local applicant, insist that that person, if not already conversant with library economy, immediately become informed on the subject. It will not be easy, it may not be possible, for trustees to inform themselves fully on library organization and administration. They can, however, with little difficulty, so inform themselves as to be able to judge whether the person they select for their chief officer is taking pains to acquaint himself with the literature of the subject, or trying to get in touch with the knowledge and experience of others. They should not submit for a moment to ignorance or indifference on the part of their chosen administrator. Success or failure of a library, as of a business, depends on the ability and experience of the man or woman at its head. The business of being a librarian is not learned in a day; and knowledge of the subject is never so much needed as in starting a new enterprise.

The librarian of former times was almost invariably a bookworm, and was often a student

properly so called. The older librarians of the present day and the librarians of the great libraries of our cities are also very commonly men of letters, men of learning, men who admire the student spirit and know how to appreciate it.

The librarian of former days felt that the books of which he had charge were to be used, if they were used at all, chiefly, if not only, by persons who wished to make some careful and painstaking research, with resulting book production.

This view of literature, libraries, and the use of books and this special fondness for contributions to art, science, and industry are most proper. But the most important thing in the work of the small library is not its product in the shape of books which are the results of careful research; it is what the library does from day to day in stimulating inquiring spirits, in adding to interest in things, and in broadening minds. That is to say, the library is chiefly concerned not with the products of education but with the process of education.

It is from this common-folks-education point of view that the librarian of the small, community library looks upon the question of administration. A library is not a post-graduate school, it is the common school.

Millions of children are getting an education in this country to-day, but very few of them ever go as far as the high schools. The few, of course, rule and must keep the lamp burning; but the many must have sufficient education to know how to walk by it, if democracy is to endure. And

a good school for the many is, and always should be, the public library. It cannot be a good school for the many unless it is so managed that the many are led to walk into it, and go among its books, handle them, and, so doing, come to know them and to use them, and to get wisdom from them.

The librarian should be a reader, an unprejudiced observer of things, a good talker, a fair writer, and should have executive ability. He should try to keep ahead of his community, and lead it to make greater demands upon him. He should be a leader and a teacher, earnest, enthusiastic, and intelligent. He should be able to win the confidence of children, and wise to lead them from good books to better ones. He should make the library a school for the young, a college for adults, and the constant center of such educational activity as will tend to make wholesome themes the burden of the common thought. He should be enough of a bookworm to have a decided taste and fondness for books, and at the same time not enough to make him a recluse, losing the point of view of those who know little of books.

As the responsible head of the institution, he should guide his board in its management. The most satisfactory results are obtained when the librarian appoints assistants, selects books, buys supplies, makes regulations, and decides methods of cataloging, classifying, and lending; all subject to the approval of the trustees. Trustees should impose responsibility, grant freedom, and exact results.

To the librarian himself one may say: Be punctual; be attentive; help develop enthusiasm in your assistants; be neat and consistent in your dress; be dignified but courteous in your manner. Be careful in your contracts; be square with your board; be concise and technical; be accurate; be courageous and self-reliant; be careful about acknowledgments; be not worshipful of your work; be careful of your health; be not puffed up.

In writing this chapter — and, in fact, the whole book — I have used the masculine pronoun in referring to “the librarian.” That fact is due to our lack of a pronoun referring to both sexes. The truth is that trustees of small libraries will be wise to choose a woman as a librarian in almost all cases. A few men fit well as librarians in large cities. There are no library positions in the country which could not be well filled by women. For small towns the women in the business make better librarians than men. I do not try to give reasons for this state of affairs. The notes that follow explain it in a measure.

I have said that if you engage a local person as librarian and one not experienced in library work, you should insist that that person study and learn the art. But even if you thus insist, and even if your local appointee proceeds to learn, you have probably made one initial mistake, and one that will check the growth and usefulness of your library for a long time. Of course, there are many libraries in very small communities in which the librarian’s duties are light, and in which these duties must be performed by some one as a free gift

or for an annual fee so small that no one could be induced to come from the outside and take it. Also, there are instances of the unexpected appearance of native library genius in persons who manage the libraries in their own home towns. In some of these instances the genius is frankly admitted to be such; but remains poorly paid!

This also is to be noted, that in a good many states—and yours may be one of them—the library commission, perhaps with the help of the organized librarians of the state, holds short summer sessions of what they call library schools. These are adapted in their courses of study precisely to the persons in the state, acting as librarians or as assistants in libraries, who have not had library training in schools or library experience in other libraries, and are moved by their own ambition and pride—sometimes, be it said, with the financial aid of their respective boards of trustees—to learn what they can in a summer session.

In some states, also, the library commission holds still shorter sessions, perhaps of only a day or two, of what it calls “round-tables,” at which all possible help is given to librarians who come to them from places near by.

Add to these possibilities of learning how to run a small library which lie in wait for those who are beginning work in our small towns and villages, the visits from representatives of the state library commission and the very large quantity of quite inexpensive, and often free, literature of small library management to which I have already alluded—and it is noted in the Supplement—

and you will find, as trustee or friend of your local library, no excuse whatever for a continuance of ignorance of library methods on the part of your locally resident librarian.

But all these aids to growth in library skill which await one who may really wish to learn, do not make it less important that you engage for your library a competent person who is also an experienced and trained librarian, if you can possibly afford to do it.

The fact that one loves good books does not make one a good librarian. Wise management of the smallest library calls for skill which is not very easily acquired, and for a certain outlook on life and a certain knowledge of life in America to-day which can be obtained only by study. Even the few to whom a generous nature has given common sense far beyond the usual measure, will be helped and not hindered by the kind of study of library work to which I am referring.

This study can, for the most part, be best and most quickly pursued in library schools. The Supplement tells about them. It can be well pursued in a good library of moderate size. Much reading should supplement it. It will, of course, avail little save for those who are by nature equipped to be librarians.

The schools have courses which are one or two years long. The one-year course in a good library school does this quite notable thing for the trustees who are looking for librarians and for the librarians who are looking for assistants: It assures them that the persons who have passed

through it are the kinds of persons who can pass through it. It tests them, it examines them, it marks them, it grades them, and through the authorities of the school it says, "These graduates of ours had, as our tests showed, a certain personality, experience, and education when they came to us; we have observed them for a year; within the limits we set to each they are adapted for library work." All this greatly simplifies the task of finding librarians. For trustees to put unqualified persons in library positions to-day is to mark them unqualified for their own positions.

I have said enough to show that in my opinion it is not the building, however ornate it may be; or the books on the shelves, even though they are many, costly, and most expertly cataloged; or the trustees, even though they are bookish, politic, and deeply conscious of their responsibilities as public officials, — that it is not these that make a library, but the librarian.

Here and there throughout this whole book I have brought out this opinion. I will mention here one main reason for it. The free public library began as a mere collection of books fitly labeled and conveniently arranged for study and for lending for home use. It has changed and expanded greatly, in recent years, both in what it contains and in what it does. It still collects good books and fits them for use. To this work it now adds the rejection of books which have passed their days of usefulness; the collection of modern pamphlet literature in accordance with its community's needs; the collection of pictures for illus-

trative purposes, of others for decoration and design, and of others for their beauty of workmanship; it collects samples of printing because of their sheer beauty or because they may prove helpful to local printers and designers; it gathers the history of the town and arouses an interest in that history in others; it promotes good reading among children and to this end makes itself an adjunct of the school; it works with the local museum, or suggests by precept and example that a museum be established; it aids the local improvement society or works for the formation of one; it observes the industries of the community and tries to help those engaged in them by pressing on their notice appropriate books and pamphlets. I could extend the list; but I have said enough to make it clear that the modern library, no matter how small it may be and no matter how few activities like those just noted can be taken up by it, is pressed by circumstances to cover a wide range of work and to be an active agent in promoting social and private advancement. Now, it is not difficult in these days to select good books for a community's library or to make them ready for use; but, it is difficult to be, as a librarian and master of a public institution, an active influence for that community's welfare. Hence, the librarian should be the ablest person who can be secured with all the money that can possibly be diverted into his annual wage.

Most workers in libraries have vacations of four full weeks or a calendar month, usually in the summer, with pay. This is not too much. It is

more than most workers have, and is granted partly to compensate for the evening work which is customary in libraries. The trustees, even of small libraries, very commonly send their librarians to library conferences, paying expenses and continuing salaries. They find it pays to do this, as it helps to keep their librarians keyed up to good work, gives the libraries of which the trustees have charge a certain desirable publicity in the library world, and shows that the trustees wish to do their part in promoting general interest in libraries and their work.

Library hours are now from 38 to 42 per week. Evening hours are not, in small libraries, often paid for as extras, but are included in the week's total. These hours make the year's total, after deducting the usual holidays and vacations, about 2,000. It is well to bear in mind, in considering wages, that this total of hours on duty is about twice that required of the average teacher. The teacher's work is more trying; but the experience, equipment, and personality of a good librarian are about equal to those of a good teacher.

Chapter VIII

Rooms, Buildings, Fixtures, Furniture

THE trustees should, as already noted, appoint a librarian before they erect a building or even select a site, or, for a small library, rent a room, and should leave these matters largely to him.

They should not be in haste to build. As a rule it is better to use temporary quarters while trustees and librarian gain experience and the needs of the library define themselves. Building plans should be made with enlargement in view; for libraries increase more rapidly in size and use than is generally anticipated.

Rooms of special kind or shape are not required for a library. This means that no community need put off the opening of a library until it has something special in the way of room or building. The essentials are: central location, ample space, and sufficient light. All the space used in a small library should be on one floor. In arranging rooms or building, plan to permit visitors to go to the books.

Studies of library architecture are many, and some of the best of these should be considered by trustees and librarian before plans are made.

All discussion of library plans may well begin with a reference to the remark just made, that rooms of a special kind or shape are not needed for a library. The theory was long held by librarians, architects, and trustees, and too often followed in practice, that a library is a very special enterprise; that the character and scope of its work are well known; that these known facts should be suggested by the exterior of the building, and that to these facts the interior of the building should conform. The truth is that a library is a place in which print of all kinds is gathered and arranged for convenient use by its owners, the public. If you consider the two phrases "print of all kinds" and

“for convenient use by its owners, the public,” you find they say of a library building that it should be central, ample, and well lighted, and they say no more.

It can quite definitely be said that all library buildings which have been designed by architects as “memorials,” and all that have been arranged by architects, trustees, or librarians to fit supposed specific library needs, have been found, after a few months or a few years of use, to be not well adapted to their purpose. Usually they are badly located, chiefly for architectural or “memorial” reasons, too often for reasons connected with private gain. Almost always they prove to be too small, chiefly because money was spent on architecture that should have been spent on construction. And almost invariably the internal arrangement does not fit the needs of print as it accumulates, the staff as it grows, and the public as it comes in, because that arrangement was made in strict accordance with the prevailing ideas of what a growing library needs, — ideas which a few years of inevitably changing practice showed to be entirely wrong. A good library building, I repeat, is central, large, and well lighted, and to this I add that it contains the smallest possible amount of permanent divisions or partitions. Such a building — and such a room, if a room is all that can be afforded — lends itself well to a library’s use.

Herewith, see Figs. 1 and 2, are shown floor plans of two rooms used as branch libraries in Newark, both being in effect stores, on business streets and at sidewalk level. They are fully explained by

the descriptive legends. The one used as a "business" branch is given because its contents, as shown by the drawing and the legend, suggest some of the changes, chiefly additions, that have come into library work in recent years. And these changes in library contents, with accompanying changes in use by the public and in methods of work by the staff, merely forecast still greater changes that will surely come.

The Ferry Street Branch is in a room which was formerly used by workers in sheet copper. It is well lighted on the front and one side. Books are lent there at the rate of 73,000 per year. The total floor space is, say, 1,500 square feet. This is about what one finds available in a library building measuring 32' x 60' on the outside. Many a pretentious library building costing thousands of dollars is not as large as that, and moreover is ill adapted to its purpose in all respects.

No one knows what the library of the near future will be like. How absurd it is, then, to "plan" a library building; to provide special rooms for this and that and the other special use, when in a few years there are sure to come new things, with accompanying uses, that will exceed in importance most of those for which special rooms were provided in the original "plan."

No manufacturer, now, expects to find the building he puts up to-day adapted to his needs to-morrow, unless he builds a mere shell, amply lighted, which can be temporarily subdivided now in this manner, now in that, and can be extended indefinitely.

1. Entrance.
 2. Low cases for children's books, 4½' high and 6' long.
 3. Compo board partition framed in wood, 4½' high.
 4. Low cases for children's books, 4½' high and 6' long. (2 and 4 hold 1,600 books. As 40% of children's books are always out, room is really provided for over 2,500 books.)
 5. Reading table of standard height, for children.
 6. Reading table of standard height, for children.
 7. Case for books, 6' high and 6' long.
 8. Desk for assistant. Books are received and lent here.
 9. Case for books reserved to be called for, to be repaired, or for any other special use. Holds also telephone and city directories, letter scales and other tools, 3½' high. Catalog stands on one end, facing out so borrowers can use it. Borrowers sign applications for library cards on its top. File of applications and cards is kept on end of shelf next assistant's desk.
 10. Table on which to slip books returned.
 11. Glass exhibition case containing exhibits from Museum in main library building, frequently changed.
 12. Case for books waiting to be returned to shelves.
 13. Case for reference books.
 14. Table for readers.
 15. Case for books other than fiction.
 16. Table for readers.
 17. Table for readers.
 18. Case for magazines.
 19. Cases for books other than fiction.
 20. Table for displaying lists and special book collections.
 21. Cases for fiction.
 22. Cases for fiction.
 23. Cases for fiction.
 24. Case for Duplicate Collection of fiction, lent for a cent a day.
 25. Truck to hold books as returned until they are moved to table to be slipped. Also used for carrying books to shelves.
 26. Waste water hopper, or sink. The need for this for filling pails is often overlooked in small buildings which have only a hand basin.
 27. Compo board screens framed in wood, 2' high and wide enough to fill back of window, as background. Used to display mounted pictures and notices. Books and lists are shown with them, to advertise the library's possibilities and to attract special classes of readers.
- The room is equipped throughout with stools fastened to floor.

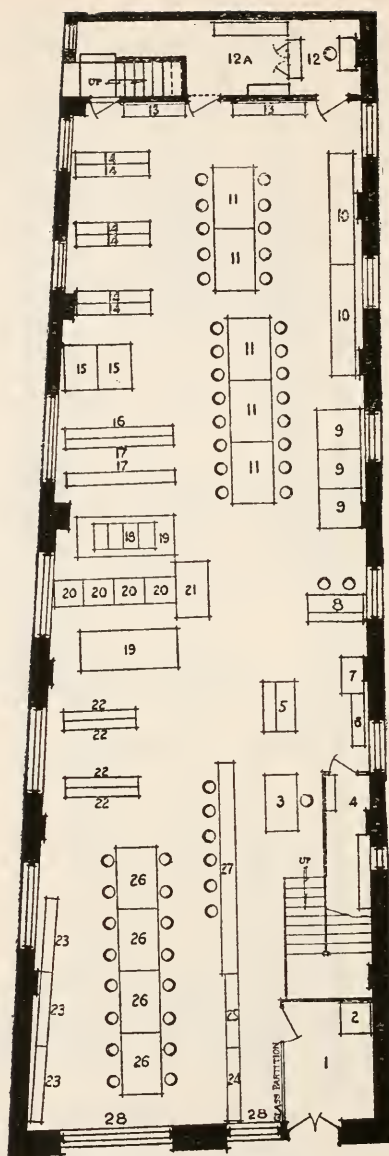


Fig. 2. Key to floor plan on opposite page. Business Branch. Dimensions of room, 26' x 90'.

The floor plan on the opposite page gives the arrangement of the first floor of the Business Branch of the Newark Public Library. It is here included, partly to show how well adapted to library purposes is a rectangular space, free of partitions, partly to show how its collections of a special nature may be arranged in a given space and partly to show how many and varied are the activities of a public library in these latter days.

The second floor is used for exhibition and other purposes.

1. Entrance vestibule.
2. Public telephone booth.
3. Assistant's desk. Books are returned and lent here. On this desk is a telephone connected with the main library and through it to the whole city system, and another telephone connected with the city system direct.
4. Storage closet. Contains bookcases for books to be called for, books requiring supervision because of possible mutilation or theft, books to be returned to main library, large rolled maps not often used and file of old local directories.
5. Table. Catalog cases on front edge facing out. Working space at back.
6. Bookcase, 3' long, holding bibliographies, indexes, trolley guides.
7. Four 2-drawer vertical file units holding current pamphlets and clippings from newspapers and trade journals on business subjects. This supplements the pamphlet file, see 22.
8. Financial service table, 9' x 3'; a small bookcase, the length of table, 8" deep, and 24" high, with one shelf, stands on table at back. In this case are manuals of information about corporations whose stock and bonds are sold on the market. On back of case are posted daily dividend sheets, stock quotations and investment news sheets.
9. Map boxes, 36" x 52" x 29" deep. Contain general maps mounted on pulpboard, 28" x 40", and filed on edge alphabetically like cards in a catalog.
10. Cases for magazines. Shelves 4" apart, magazines lying on their sides.
11. Tables for readers.
12. End of workroom. Holds typewriter lent by typewriter company for use of public.
- 12a. Workroom, divided from typewriter end by supply cupboard. Contains bookcase, 6' long, for books to be repaired, magazines to be bound and miscellaneous work; and a case opposite for janitor's supplies.

13. Cases for books lent.
14. Cases for books lent.
15. Map boxes, like 9. Contain twelve hundred county Rural Delivery maps, arranged alphabetically by state and county. U. S. Postal Guide is used as an index.
16. Reference books.
17. Reference books.
18. Four boxes, 14" x 25" x 18" deep, open at top with hinged lid, set on bases 20" high having two shelves. Contain U. S. Topographic maps of four neighboring states, mounted on pulpboard and filed on edge alphabetically by state and sheet name.
19. Platforms, 5' x 18', suspended parallel to the floor, 8' above it, from which hang large maps on shade rollers, rolled up when not in use.
20. Four cases, 5' high, 2' 6" wide, and 2' 1½" deep, ten shelves each, for atlases, including local real estate atlases. Names of atlases are so gilded on backs that they can be read as they lie flat on shelves.
21. Table for consulting atlases.
22. Four cases, 6' long, containing a collection, arranged by states and cities, of pamphlets, reports, municipal and Board of Trade journals, followed by a collection of pamphlets on business, arranged alphabetically by subjects; all filed by Color-and-Position.
23. Three cases, 6' long, for 300 U. S. directories, arranged alphabetically by place, with collection of 1,000 telephone directories.
24. Case, 6' long, for 50 foreign directories.
25. Case, 6' long, for 450 trade directories arranged alphabetically by subject, and telegraph and cable codes. The backs of cases 24 and 25, forming the passageway, are framed with 2" flat molding, and used as bulletin boards on which to post notices, charts, maps, and pamphlets.
26. Tables for readers.
27. Table, 15' x 15", to which are fastened several copies of current Newark and New York directories. Book-lists and other material for distribution at end next bookcase.
28. Show windows used for display purposes. To vary the appearance of the window, boards and racks of different sizes are used in arranging books, maps, lists, notices, magazines and pamphlets. These are changed frequently.

NOTE: — Stools fastened to the floor are used instead of chairs at all reading tables.

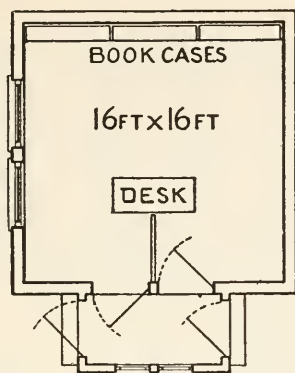


Fig. 3. Floor plan of a very small library. This is not included to suggest that a building as small as this should ever be erected for a library. This and the two floor plans which follow try to emphasize the remarks in the text concerning the importance of simplicity of plan.

The three other floor plans, Figs. 3, 4, and 5, are not inserted to show how rooms or buildings should be arranged; but to emphasize the statements already made that a library needs space, light, and no hampering partitions; that simplicity is the fundamental law in library arrangement; and that a library, as it grows and gains in number of books, journals, readers, staff, and variety of activities, will quite inevitably adjust itself to its new conditions if it has open space for that adjustment.

Here are some of the points which these drawings illustrate. The first is perhaps merely a room in a farm house, turned into library purposes. The desk may be an ordinary office desk, flat top, or a simple table. The double door and the rail from door to desk are of course unnecessary, though if

the library has even a few very busy hours each week they will prove helpful. The windows on one side only light the room in the proper way, and the books opposite the entrance are seen as they should be, by eyes that are not disturbed by a glare of light above or beside them. Books under win-

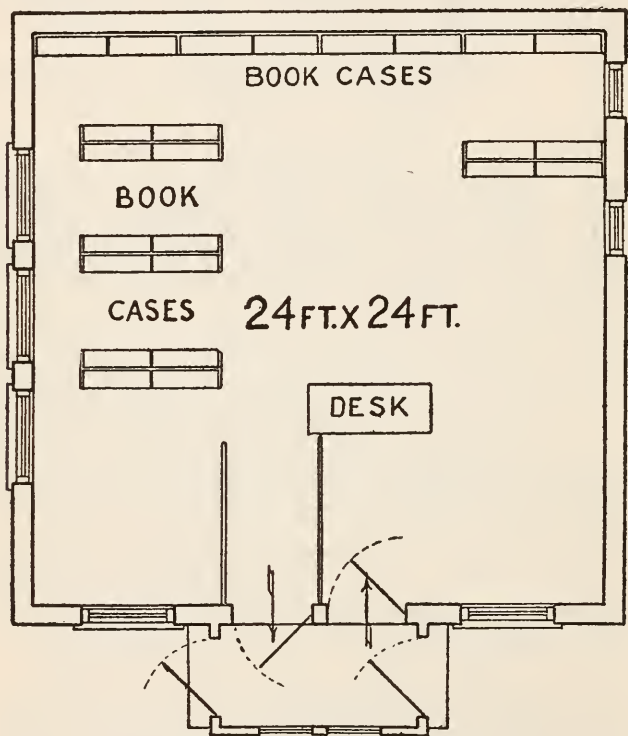


Fig. 4. A small library. No building as small as this should be erected for a library. But here is a suggestion for the arrangement of a room which has bookcases enough to hold about 3,000 volumes, and good spaces for tables and readers, all well lighted.

dows and windows that confront one on entering a room are both objectionable in libraries.

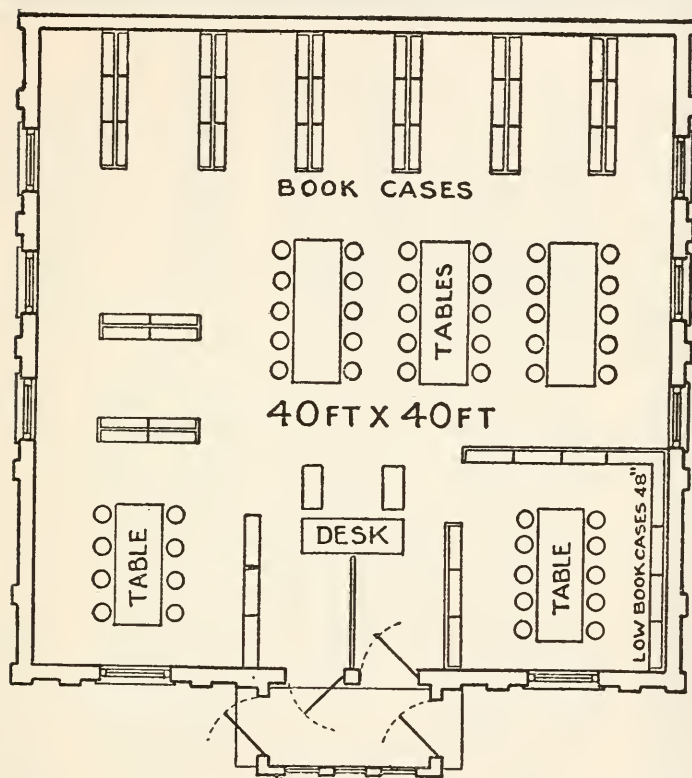
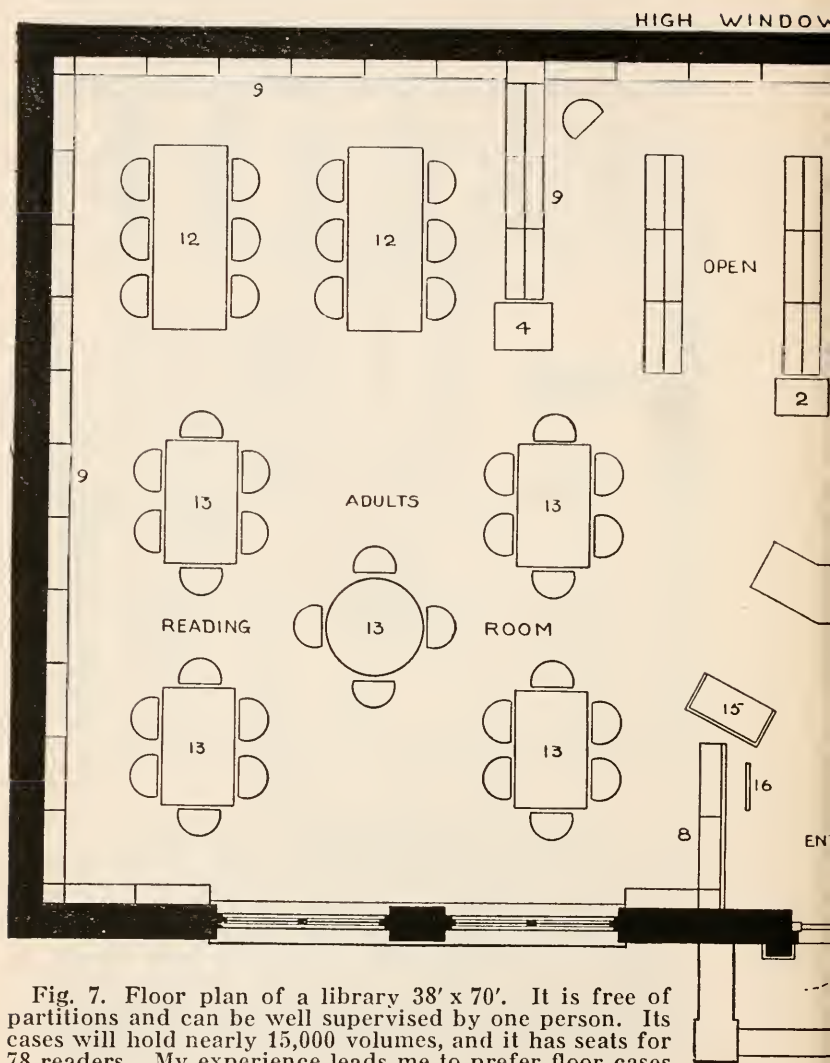
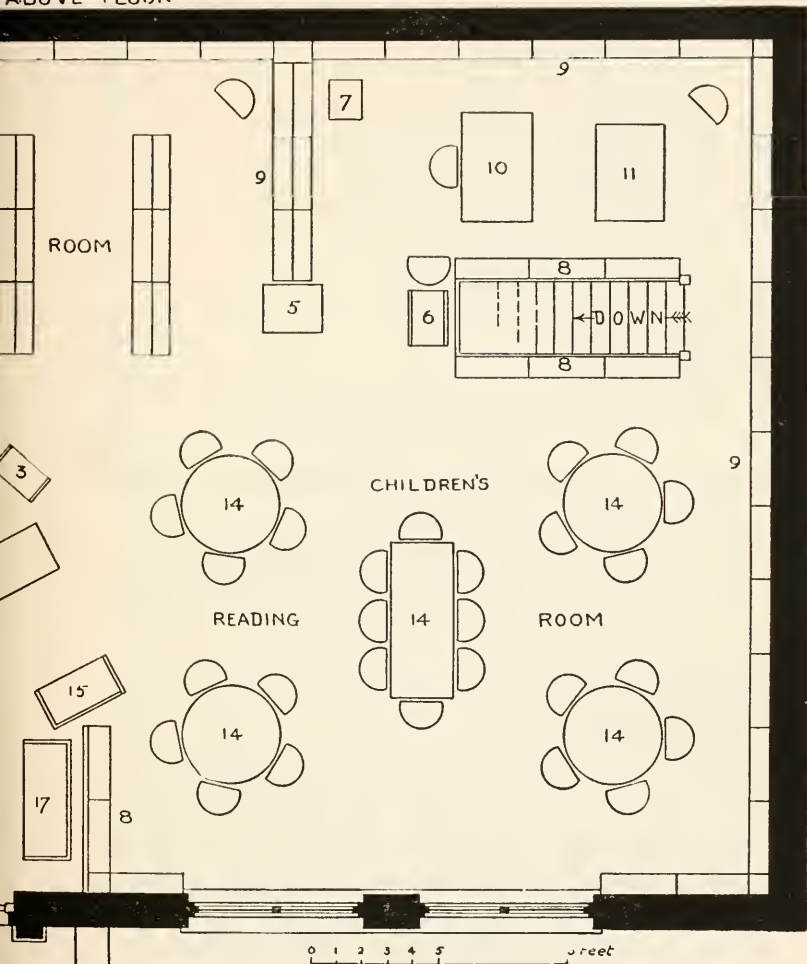


Fig. 5. Gift library buildings not much larger than this have been erected in many towns; but few of them are unhampered by pillars and partitions as is this one, and few of them can hold, as can this, 6,000 to 8,000 volumes, seats for 40 readers and space for borrowers. Like the two previous plans, this is not offered as a good scheme for a library building; but it does suggest the value of openness and of lack of restraints in the form of those partitions and columns that are a part of nearly all the "plans" of library buildings.



ABOVE FLOOR



to cases against the walls. The latter are usually poorly lighted by day and both assistants and visitors must make long journeys to visit all books and thus disturb readers.

Key to Floor Plan

1. Charging desk.
2. Card catalog case.
3. Book truck.
4. Atlas and dictionary case.
5. Card catalog case for children's books.
6. Vertical file.
7. Shelf-list case.
8. Low bookcases.
9. Unit book shelving 6' 10" high.
10. Librarian's office desk.
11. Librarian's typewriter desk.
12. Reference reading tables.
13. Adults' reading tables.
14. Children's reading tables.
15. Display cases.
16. Bulletin board.
17. Settle.
Special shelving for folio volumes.
Reference books and magazines provided.

Figure 4 explains itself. Tables are not indicated, but ample space is left for them. The cases in the drawing would hold about 3,000 volumes.

Figure 5 is a logical development from 3 and 4. It calls for a skylight over the rear to light the six cases which project from the wall; or, as skylights are objectionable, for narrow windows, between the cases.

These sketches suggest also the ease with which a growing and changing institution can fit itself to a shell if the shell is ample in size, and is not made untractable by columns or permanent partitions.

The cases of the largest one can accommodate 6,000 to 8,000 volumes, and about a third more are assumed to be out and in use. The children are shut off by low bookcases, and the corner for students in the same way.

This room has 1,600 square feet. A building 32'

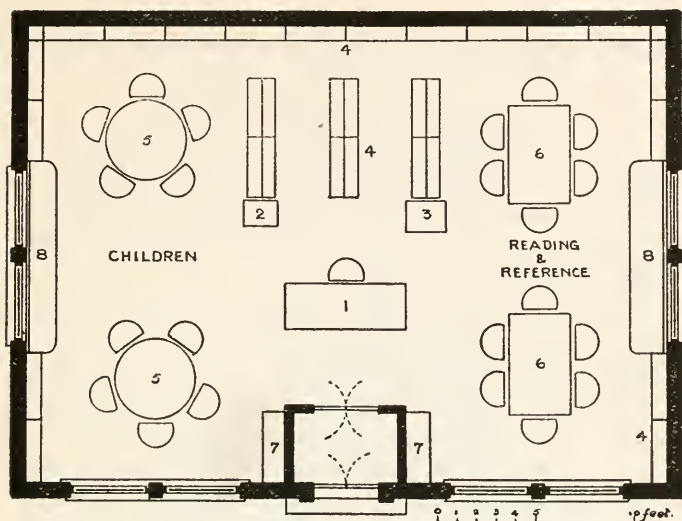


Fig. 6. Floor plan of a library 24' x 34'. Holds about 5,000 volumes and seats 22 readers. In a library as small as this it is almost essential to place cases against the walls.

x 60', built in the usual library manner, with columns and partitions would give less available floor space than does this room. Stairs and a modest office or workroom could be added without greatly reducing the area open for use.

Figures 6 and 7 are plans which are added because they are so simple and so obviously fitted to the purposes for which they are to be used.

Here are further suggestions on library planning.

Convenience of arrangement should never be sacrificed for architectural effect. Keep the decorations simple. Have the books most in use close to the delivery desk. Let shelves be not more than

three feet long. Ten inches between shelves, and a depth of eight inches are good dimensions. Make shelves movable and easily adjustable.

Avoid partitions unless they are absolutely necessary. A light rail will keep intruders out of a private corner, and yet will not shut out light, or prevent circulation of air, or take away from the feeling of openness and freedom a library room ought to have.

Use few horizontal moldings, for they collect dust. Let shades at the windows permit adjustment for letting in light at top or bottom, or both.

The less ornate the furniture the better. A simple pine or white-wood table is more dignified and easier kept clean than a cheaply carved one of oak. Get solid, honestly-made, simple furniture of oak, or similar wood, if funds permit. See Figs. 8, 9, and 10. Armchairs are not desirable. They take up much room, are heavy to move, are not easy to get in and out of at a table, and invite to loafing. In many cases stools on single iron standards, without a revolving top, fastened to the floor, are more desirable than chairs. The loafer doesn't like them; very few serious students object to them. They have been found to be good substitutes for chairs when a library room is frequently crowded with borrowers and readers, as they occupy very little space and even when in use are not in the way. Those who have never used them in their libraries are naturally opposed to their introduction; those who have used them, under the conditions above noted, approve of them. Comfortable armchairs are, of course, essential if the ease and

pleasure of those who come for long hours of reading are alone to be considered. In twenty-five

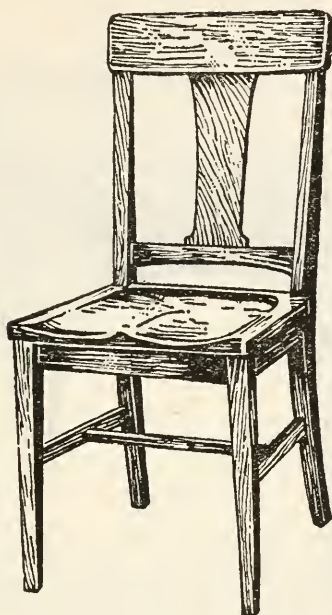


Fig. 8. Library chair. The qualities of a good table for library use should be found in a library chair, as they are in this one. The solid seat, and the box frame that supports it, are of such shape and quality as to make it very strong. This type of chair, if properly made, will stand any amount of wear and will not yield in its joints in any climate. As in table and desk, all corners are slightly rounded. Dust catchers are reduced to a minimum and the finish is dull and easily cleaned.

years of experience with stools in crowded rooms, I have had almost no complaints about them ever

come to me, and none whatever from persons who use the library for serious work.

If the children's room, or any other room in a library, is to be used for meetings, classes, story-

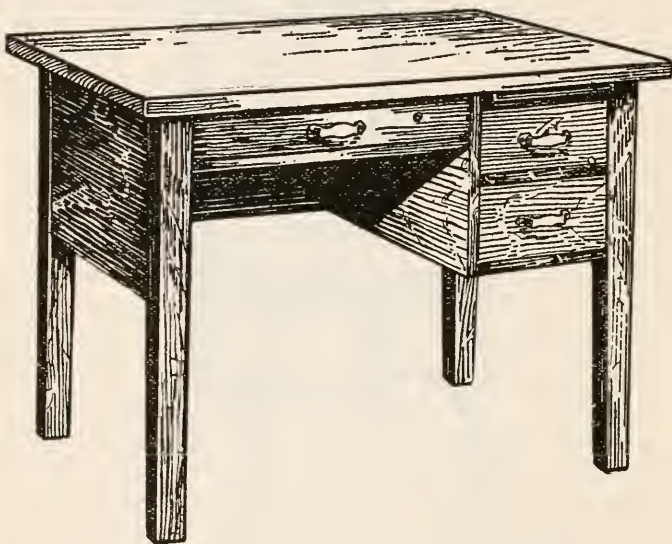


Fig. 9. A library desk. Two small desks are more easily handled and adjusted to needs of use and space than one large one. All the qualities and features that the legend under the cut of the table says a library table should have, should be possessed by a library desk, and they are by this one. It is often a mistake to have many drawers in a worker's desk; they lead to the gathering of useless material. It should have a lock on at least one drawer; and a slide to pull out for added desk space. The drawers should be adjusted in depth, width, length, and removable partitions to the needs of the standard sizes of library papers, cards, blanks, pencils, daters, etc. In many cases much trouble may be saved by keeping the ink in the front right corner of the wide drawer.

telling and the like, the furniture should all be movable, and heavy articles like bookcases should be so set that they will not interfere with any needed rearrangement of seating.

An excellent form of wooden case is six feet

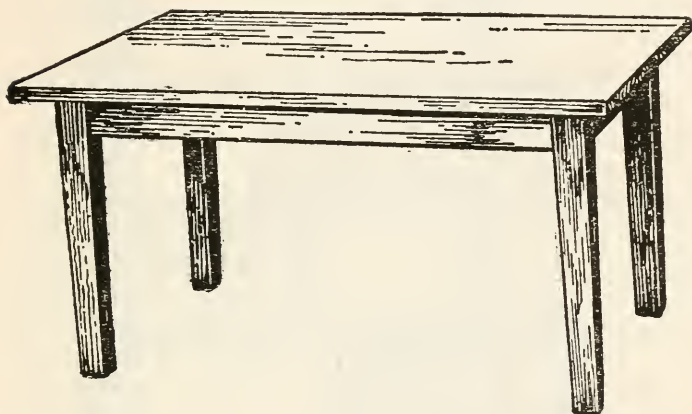


Fig. 10. A proper library table, 3' x 5' and 30" high, seats 6 persons comfortably. A table for library use should be rather small, that it may be easily moved and may be used in narrow quarters; it should be strong to endure rough wear, and rather heavy so that it will stand firmly. The drop should be narrow, that the tall person's knees may go under it comfortably. The legs should be near the corners, to give the maximum knee room between them. It should be so well built that dry heat of winter, summer damp, and long use will not loosen its joints. All its edges should be rounded slightly that they may not be easily chipped, and its corners should not be sharp to hurt one who rubs against them. It should have no moldings or edges or grooves or ornaments to gather dust. It should be so finished, preferably in oil, and dull, that it will not show knocks or stains and can be easily cleaned. This table meets all these requirements.

eight inches high, with shelves three feet long and eight inches wide, supported on iron pegs. See Fig. 11. The pegs fit into a series of holes bored one inch

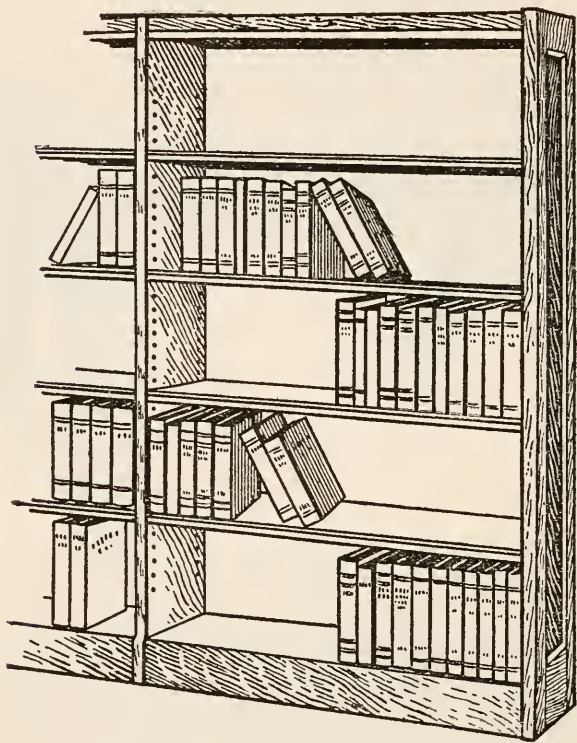


Fig. 11. One section of a good type of bookcase in two sections. Shelves are 3' long and 8" wide. The height is 6' 8". The back is smooth, without panels. Note that it has no molding at top, and that, as it has no projecting base at end, it can stand close to another case of the same type. Two of these units, placed back-to-back, make a double-faced case, 6' long.

apart in the sides of the case, thus making the shelves adjustable. Uprights are of inch and a half stuff, or even inch and an eighth. Shelves are inch stuff, tongued and grooved and put in horizontally. The backs are of wood, and without projections, though composite sheets, like compo board, are better than wood. This case-unit (3' x 6' 8" x 8") may be doubled or trebled, making cases six and nine feet long; or it may be double-faced. If double-faced, and nine feet long, it will hold nearly a thousand books of ordinary size, when full. If cases are to be ordered for, say, 5,000 volumes, and if the "open space" type of library I am advocating is adopted, it is well to cause several of the cases to be made three feet long only and with a single front, with others longer and single or double. Thus they are all easily moved and the case equipment is easily adjusted to changing needs.

For cases, furniture, catalog cases, cards, trays, and labor-saving devices of all kinds, consult the catalogs of makers noted in the Supplement.

This book is directed to the needs of the small library. No small library — and by small I here mean under 50,000 volumes — should have a stack. By this word, "stack," is meant here a room filled with several tiers of bookcases, each about seven feet high and set about three feet apart. It is, in effect, a book "storehouse." Very large libraries find these stacks essential. Small libraries find them inconvenient and great temptations to the retention of useless books. The small library should be constantly discarding soiled, worn, and out-of-date books. If it collects 50,000 volumes during a period

of, say, 15 years, without having discarded vigorously, then it has on its shelves at least 10,000 books that are worse than useless. They impede readers, they must be often dusted and arranged though never used, and they increase the cost of administration in many ways.

50,000 books can be contained in cases occupying a floor space 25' x 100' with three feet between cases. But a library of 50,000 volumes will have at least a fourth of its books out and in use and will never need 2,500 square feet of floor space for them. About 8,000 square feet will give space for readers, offices, and all needed workrooms, etc., save for certain things that belong in a basement. We can, then, say that quite an admirable library, with 50,000 books and lending 1,000 per day, can be built as a building 100 feet square, with a skylight to light the space in the center, and with a basement for heating, storage, etc.

This is noted, merely to call attention to the fact that the very small room suggested for a tiny library of a few hundred volumes, contains all the essentials of good library construction. It is a shell in which that institution whose characteristics of the morrow must long remain quite unknown, can comfortably establish itself, and, by the mere process of expanding the shell, can find itself always in a place easily adapted to its needs.

Heating, lighting, and ventilation are all of importance to the librarian, and should come under his supervision and control. The mechanical and janitorial arrangements for these do not seem to need description or comment in this book. If the

janitor is a person of intelligence and good sense and is treated as such he can, and in fact often does, become in effect an assistant in all the small library's work, making the whole institution more effective and more agreeable and attractive.

The library should be kept always scrupulously clean, as it is for the use of people who are clean and orderly. Quiet should be maintained to give all a chance to read and study without interruption. There should be no signs commanding things, and the fewest possible — and they unobtrusive — requesting things. Signs giving information helpful to readers are always permissible; but they should harmonize with the furnishings of the room and should be clean and should never be obtrusive. Gray, or some modest tint, is preferable to white cardboard for all signs. The general atmosphere of the place should be such as one would wish to have in his own home — orderly, inviting, cheerful.

Decoration is too broad a subject to be treated here. Its fundamental rule of simplicity may well be mentioned. If the rule of frequent and thorough change of all material used in attempts to decorate is followed quite vigorously, the librarian will find he is learning, visitors will be interested, and, if the rule is extended to include, as it should, all objects, signs, bulletins, etc., put up as part of the working machinery, the library will get those frequent thorough cleanings and readjustments which are so desirable.

To this I will add that librarians should never accept the building in which they work or any of its internal arrangements as settled, fixed, established

for all time. Most library buildings, constructed as such, are unfortunately so divided by bricks, mortar, cement, or stone that they cannot be fundamentally changed. But, outside of these fixtures, there are many minor objects, like chairs, cases, tables, desks, bulletins, fences, rails, and racks, that were located when the library was opened on a certain theory of use. The librarian should ask if that theory has not broken down in practice, and act accordingly.

Chapter IX

Selecting Books — Fitting the Library to Its Owners

THE selection of books should be left to the librarian, under the general direction of the trustees.

It is very unfortunate that this good rule is not observed in many libraries. Active and interested trustees can help to make the library's growing collection of books more valuable and more useful to the community than it would be without their labor. But in most cases the selection of books by trustees is a harmful interference with the librarian's proper work. If the librarian is so ignorant that he cannot select books wisely, then he is so ignorant that he cannot be a good librarian, and the trustees do wrong in keeping him. The duty of book-selection is one of the forms of activity he needs to practice to keep himself informed about

his library. He soon learns the book-habits of his community, as its members come daily to read and borrow, better than does any trustee; and, thus informed, he can select books more wisely for his community than can any other person.

He has a better knowledge of his own library's collection, from constantly working in it and with it, than has any one else; and is therefore better fitted than any one else can be to select books that will fill gaps in it and make it stronger and better.

And, finally, a board of trustees that interferes in book-selecting is constantly belittling the position of the librarian and lowering his self-respect. Trustees are appointed to see to it that their community's library is as good as funds available can make it. They are not appointed to do a librarian's work. Their duty is to make sure that the library is properly managed; not to manage it themselves.

There should be made at the start a collection of encyclopedias, dictionaries, and gazetteers which should not be lent. See Supplement. The extent of this collection will depend on the scope and purposes of the library. No library, however small, can dispense with some books of reference. But the small library should not buy expensive works.

Take into consideration, in determining the character of books to be purchased, these factors, and others which will suggest themselves to the alert librarian:—

Presence or absence of other libraries in the vicinity, and their character, if present.

The avowed purpose of the free, tax-supported public library, to wit: To help people to be happy;

to help them to become wise; to encourage them to be good.

The amount of money to be expended and the sum that will probably be available for each succeeding year.

The manner in which the books are to be used; whether they are to be lent, or are to be used only for reference, or are to form both a reference and a lending library.

The class of people by whom they are to be used, and, if patrons include children, whether the children are to use them for school work only, or for general reading, or for both.

The occupations and leading interests of the community.

The character and average degree of intelligence of the community.

The habits, as to reading and study, of those who will use the library.

The village library, in its early days, can well afford to begin at the level of the community's average reading. At the same time it must always try to go a little ahead of the demands made on it, and develop a taste and desire for the very best books it can get. As a rule people read books which are above their own mental and moral grade, and are benefited by reading. The reading of books generally leads to the reading of better books.

These suggestions on book-selection are also worth keeping in mind:—

Do not aim too high. Avoid trash, but do not buy literature which will not be read simply because it is "standard." Remember that the public library

is a popular institution in every sense of the word; that it has become possible only by the approval of the majority, and that the majority can educate itself through its library only if it finds in its library some of the kinds of things it will read.

Do not pander to any sect, creed, or partisan taste.

Put into the people's hands books worthy of their respect, then insist that they be handled carefully and treated always with consideration. Books of good grade in paper, ink, and binding are generally better worth their cost than cheap ones.

Buy largely for children. They are the library's best pupils. They are more easily trained to enjoy good books than their elders. Through them the homes are best reached. They will, by their free use of the library, and by their approval of it, do much to add to its popularity.

In fiction, get the more popular of the wholesome novels found on the shelves of larger libraries. Lists of such are easily obtained. Fiction is of the greatest value in developing a taste for reading. Every one should be familiar with the great works of imagination. Nearly all the greatest literature of the world is fiction. The educational value of the novel is not often questioned.

Do not buy novels simply because they are popular. To follow that line is to end with the cheapest kind of stuff. Some librarians claim, erroneously, that they must buy to please the public taste; that they can't use their own judgment in selecting books for a library which the public purse supports. We select school committees and superintendents

and teachers to run our schools. We ask them to inform themselves on the subject and give us the best educational system they can. They don't try to suit everybody. They try to furnish the best. Library trustees and librarian are in a like case. The silly, the weak, the sloppy, the wishy-washy novel, the sickly love story, the belated tract, the crude hodge-podge of stilted conversation, impossible incident, and moral platitude or moral bosh for children — these are not needed. It is as bad to buy them and circulate them, knowingly, as it would be for our school authorities to install in our schoolrooms as teachers romantic, giggling girls and smarty boys.

Some books should not be put, at least not without comment, into the hands of young people. Other books, some people think, should not be in a public library at all. A good course to follow in regard to such books is to consider the temper of your community and put into the library as many of them as are noteworthy in a literary way as your public and your resources permit.

The proportion of books in the different departments of knowledge must vary greatly in different libraries. The following is a good general guide:—

PER CENT		PER CENT	
General works...	.01	Fine arts .....	.04
Philosophy .....	.01	Literature .....	.12
Religion .....	.02	Biography .....	.09
Sociology .....	.10	History .....	.13
Philology .....	.01	Travels .....	.09
Science .....	.09	Fiction .....	.20
Useful arts .....	.06	Total	100

Local interest should be fostered by buying freely books on local history and science, and books by local authors.

The librarian should keep informed of coming events, and provide the books for which there is sure to be a future demand. He should avoid personal hobbies and be impartial on all controversial questions. He should not be over-confident in his knowledge of what will elevate and refine the community.

It is better to buy ten extra copies of a wholesome book wanted by the public than one copy each of ten other books which will not be read. But, even the very small library can wisely spend a little of its money each year on scholarly books. Even if not used at first they will in a few years form the foundation of a real storehouse of wisdom for the community.

Do not waste time, energy, and money — certainly not in the early days of the library — in securing or arranging United States public documents, save a few of purely local value. This applies to most of the United States public documents in bound form. But note in the Supplement references to Federal, State, and other pamphlets, and note also the chapters on documents and on pamphlets.

Do not be too much impressed by the local history plea, and buy rare volumes or old journals in this line. But, if your town has no historical society, take all local material offered free, and, if not at present useful, store it.

Certain work can judiciously be done toward

collecting and preserving materials for local history that will involve neither expense nor much labor, and this the librarian should do. Do not turn the public library, which is chiefly to be considered as a branch of a live, every-day system of popular education, into a local antiquarian society; but simply let it serve incidentally as a picker-up of unconsidered trifles. A wide-awake, scholarly librarian will like his town, and delight in at least some study of its antecedents. He scents the tastes and needs of posterity as well as of his contemporaries and quietly and slowly and at small cost gathers books and pamphlets of local interest and soon has a valuable historical collection.

Put no money into rare books. A book which was out of print ten years ago or two hundred years ago, and has not insisted upon republication since, has, ordinarily, no place in the small active library. If you get it, sell it and buy a live book.

But, if you find in the community persons who wish to establish and maintain in the library good collections of books in any line,—and this includes local literature, local imprints, local history, local science, local industries, fine bindings, fine illustrations or “prints,”—you will, of course, welcome them and do all you can to encourage their tendencies and hobbies.

A few large libraries now buy and lend, as if they were books, pianola rolls, talking machine records, moving picture films, stereoscopes and stereoscope pictures. You will find reports on work of this kind in library periodicals and in reports of proceedings of library conferences. The small library

is rarely so situated that it can do any of these things to advantage. But it may soon prove advisable for librarians to look upon them all as being quite as much in their field as are books and journals.

The war has increased the interest in maps. The whole world is nearer to us than it ever was before, and we wish to know about it. No printed thing tells as much in the same space, to one who knows how to read its language, as does a good map. The Newark library has made a special study of maps in recent years, and especially of methods of making them easily accessible and conveniently used. Even before the war had so greatly increased interest in maps, our experience showed that many who had never before made much use of them were quite eager to study them when they were ready to hand. In the Supplement are references to a few books and pamphlets on maps and ways to handle them and to a few of the very good maps that are published at a merely nominal price by our federal government.

The smallest library will find it can get for the asking, through its local congressman, admirable maps of the United States, and, for a few cents each, maps of thousands of small sections of the whole country. Almost all state governments publish for free distribution maps of their respective states.

Of atlases it is not necessary to speak, save to say that a fairly good one is an essential part of the equipment of the smallest library.

Local maps, old or new, should be acquired as opportunity offers, and carefully preserved. The

older ones form the basis of much good historical work, and recent ones are of value in countless ways. Maps issued by railroads and steamship lines are often useful for reference, even though they are not accurate in many details.

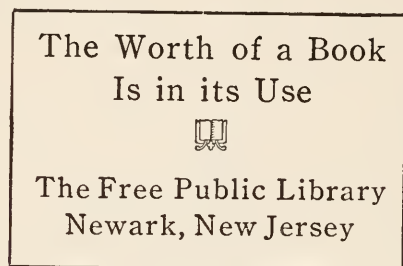


Fig. 12. Book-plate used in Newark Library.

Chapter X

Reference Work

REFERENCE work in libraries large and small has for its first rule: Meet the inquirer more than half-way. To a stranger a library is often an oppressive place, an awesome place — in his imagination. He comes in shyly; every one appears busy, his question suddenly seems to him trivial; he won't trouble these wise and busy people with it — and goes out.

A good second rule is: Learn at once just exactly what the inquirer wishes to know. This is not always easy. Tact and a little patience will generally draw it out.

A good third rule is: Whenever possible show the inquirer how the answer is found, so that he may next time in some measure help himself. It is surprising how many, especially of the younger people in a community, can be taught within one year on their occasional visits, to make the proper use of at least a few reference books.

Another rule of very general application is: Go first to a dictionary. In many cases a question answers itself, or betrays where its answer may best be found, if it is once plainly stated. And nothing is better than reference to a few words in a dictionary for the clear statement of a question. The larger dictionaries, moreover, and notably the Century will answer more inquiries than even great readers often suppose.

Many questions come up again and again. Of these, and of the references which answered them, notes should be kept on cards for future use. In fact it is well to keep an index in this way of the references looked up for all the more important inquiries.

The small library should not have a "Reference Department," in the sense that for the answering of questions a certain person should be named "Reference Librarian." I am even led to say, by my own experience, that a "reference department" is not desirable in quite large libraries.

The reasons for these statements are several. A

person in charge of a "Department" has a tendency to exalt his work, to feel that he is separate from others, and to feel, consequently, that it is not his business to keep well informed on lending work and to be ready and willing to help in it whenever occasion offers. Departments are intended to divide work into kinds; and they tend to do this too much.

It is the duty of all assistants in a library to know their library, to be well informed as to books of all kinds. If some of them are set apart from a "Reference Department" and confined to the tasks of the "Lending Department," they are deprived of the stimulus which comes from being questioned and of the opportunity to learn more each day of the library's resources by handling its more important "reference" books.

It is more agreeable for the visitor to find that the first person to whom he makes known his wants can proceed at once to help him, and need not pass him on to another "titled" person.

It is true, of course, that in any library having several assistants there is a spontaneous, or directed, division of knowledge, under which each assistant, following in part his own tastes, becomes more expert along certain lines. This leads naturally and properly to the reference to each of the assistants of the questions which lie especially in his chosen or assigned field. But no one of them, under the plan I am roughly outlining, becomes the wearer of the title of "Reference Librarian." All assistants are reference librarians, when they answer a special query; yet all remain assistants

eager to go and come and to do this or that for the next visitor.

If there is no reference librarian, there is no "reference collection" save for a very few books of so general a nature that they belong in no department of knowledge, but cover them all.

These remarks, if followed in large libraries, would, save in a few very large ones, lead to giving up of "Reference Rooms" as such, and I believe such a change would in most cases lessen the cost of administration, increase and intensify the staff's daily general education in book knowledge, make the staff more alert and less subject to the burden of routine, and cause the library to become more attractive to those who use it.

In Newark we have added, to a general adoption of the suggestions just made, a segregation of fiction, and the results are quite gratifying.

In the Supplement is a list of good reference books. It is so marked that a selection of those most essential to any small library can easily be made.

The notes which follow suggest certain items and certain tools and methods which do not properly belong with this list in the Supplement.

From large libraries, and especially from those in its own state, the small library can often get, as gifts, books that will make its reference resources much richer. Atlases, dictionaries, encyclopedias, year books, almanacs, biographical dictionaries, gazetteers, books of quotations, — these lose their usefulness in libraries as soon, in many cases, as later editions are acquired. Yet all of these, and others

that might be suggested, are of great value, even though they are several years old. Remember that the largest and richest library finds a reference book valuable, yes, indispensable, even though it is several years old, up to the very moment when it gets the new edition. Surely, then, the small library can find it useful for a while longer! If good reference books of moderate age cannot be found as gifts, they can be bought second hand. A Century Dictionary, for example, costs in its latest form, when new, say \$60: an edition ten or fifteen years old will answer at least ninety-five per cent of the questions asked of it — if we do not include the atlas volume — as well as will the last issue, and can be bought for from \$10 to \$25.

Many questions about your town or village can be answered from the local newspaper, which the publisher will often present to the library on condition that it be preserved. Reports issued by the local governing body can be had for the asking, and should be kept where easily referred to. Such state reports as touch local affairs can always be secured, and should be preserved for a year or two at least. If there is a large library near by in which all state reports can be found, then the small library should not burden its shelves with many of them, but keep on hand only those that experience shows are quite often called for.

Maps are discussed quite fully in another chapter, so they are mentioned here only to emphasize the importance to a small library of the purely local ones. If these are found they should be kept with care.

The "information file," Fig. 13, is described quite fully elsewhere; but it is the best of all reference

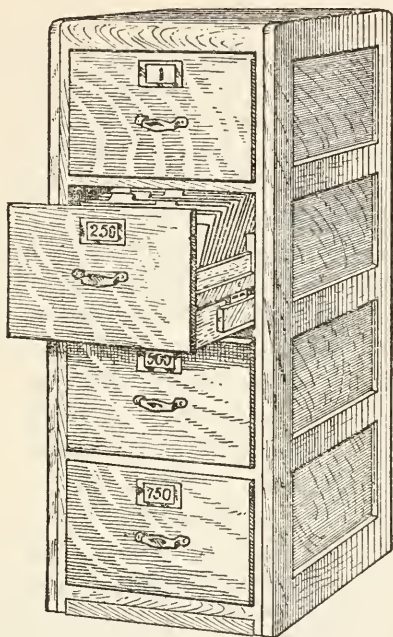


Fig. 13. Vertical file case of four drawers. This is an indispensable tool in any library. It is placed near the first reference in the text to the "Information File" because it is the apparatus with the help of which an "I. F." may best be made. It is referred to again later.

tools, and should be noted here. In its simplest form it is a series of folders, made of sheets of manila paper folded once, and put upright into a cardboard box, or a drawer, with the folded edge down.

Into the folders put your own notes and references of all kinds in manuscript, clippings from newspapers and journals, articles from magazines, pictures, etc., etc. On one edge of each folder—the open side—write words descriptive of the material that has been put in it. Arrange the folders in the alphabetic order of these descriptive words. Thus you begin an index to and a collection of material that has to do with your town and current affairs and library helps of all kinds.

But, after all, the most essential thing in reference work—that is, in answering the many questions that a community asks at its library and quite properly expects to find there answered—is the brain of the librarian. The librarian must read much and retain as much as possible. A handful of books with a person who has studied them all carefully, and knows what they contain, makes a far more useful community tool than a large collection of books with a lazy incompetent as their guardian.

The indexes to the contents of periodicals are listed in the Supplement. But here should be noted the great value of sets of bound periodicals in reference work. Fortunately, sets of some of those that are most useful in a small library are not very expensive. The list of reference books in the Supplement mentions a few with approximate prices. It should not be forgotten that a set that is incomplete by a few volumes can, if it is well indexed, serve nearly all the purposes of a complete set. The recent volumes, for, say, ten years, of each of ten good periodicals, make a more useful tool

than does a full run of, say, one hundred volumes of one periodical going back fifty years. In almost any community the librarian can gather, as gifts, recent complete volumes of several good periodicals. If to bind them is at first too much for the library purse, let the librarian tie them together in volumes and set them in rows on the shelves. The index will point to their contents as well as if they were bound.

The indexes are expensive, but from large libraries the non-cumulated volumes, described in the Supplement, can often be had as gifts.

Chapter XI

Periodicals

IT was long assumed by librarians, trustees, and architects that a library should have a separate room in which to keep current periodicals and the readers thereof. To-day it is quite clearly seen that a periodical is as much of a "volume" as is any book. The popular ones contain groups of essays, stories, and special articles, often with pictures, and, being fresh from the press, being cut up into short lengths and being adapted to mild readers or to weary minds, are agreeable to many who visit libraries. The weightier journals are, again, either bundles of essays brought together at the whim of the editor, or, in special cases, have to

do with one definite subject. The fact that they are issued at regular intervals does not make periodicals so different from bound volumes as to make a special room for them at all essential. For convenience of both readers and librarian the periodicals may all be kept together; but preferably not in a separate room.

The library ought, as already stated, to preserve for reference a file of local papers. Further than this in newspapers it is not expedient to go, because better work can be done in other directions with the money they would cost. Where space is limited as well as funds, it is often better to provide no newspapers at all. Few are unable to get papers to read elsewhere. Most of us read the newspapers enough, library or no library.

The young people are, as this volume frequently asserts, the library's most hopeful material. To them the librarian hopes to give, through books and journals, an added pleasure; and in them he hopes to awaken a taste for reading something—in time, something good. To attract children he may well have on file a few juvenile journals and picture papers and illustrated magazines.

For adults as many standard and popular monthlies and quarterlies should be taken as funds permit. They furnish us with the best fiction, the best poetry, the best essays, the best discussions of all subjects, old and new, including the latest science. Many a small library could do more to stimulate its community, broaden its views and sympathies, encourage it to study, if it diverted a larger part of its income than it now does from

inferior books, and especially inferior novels, to weekly journals and popular and standard magazines. What a community needs is not a "library" — it may have a street lined with "libraries" and still dwell in outer darkness — but contact with the printed page. Get this contact, then, by means of attractive rooms and clean, wholesome, interesting books and periodicals. The well-rounded students' collection of books must come slowly.

You will, of course, try to get periodicals on your local industries. This leads to further mention of the very wide range of modern periodical literature. You will find that the thousands of journals listed in a publication like Ayer's American Newspaper Annual and Directory seem to cover every department of human knowledge. To select from this vast array of journals those that will most attract and inform, and help in their daily work the people of your community you will find a difficult but very entertaining task.

Of all of a librarian's reading perhaps the most profitable to him in his work is that which he gives to periodicals.

From five to twenty per cent. can very often be saved on the cost of periodicals by ordering them through a reliable subscription agency.

If funds permit take extra numbers of popular magazines and lend them as if they were books, though for a shorter period and without privilege of renewal. For this purpose it may prove wise to put each magazine in a binder marked with the library's name, thus keeping it clean and smooth, and identifying it as library property.

Similar binders can be put on popular magazines which are read in the library. Magazine binders are noted in the Supplement.

Periodicals should be kept on shelves or tables, where readers can use them without application to attendants. Files and racks for newspapers, special devices for holding illustrated journals and other things of like nature are to be found in great variety in the catalogs of dealers mentioned in the Supplement; though nothing is better than an ordinary bookcase with shelves about twelve inches wide and six inches apart.

A record should be kept of each magazine ordered, date when ordered, date when subscription begins and expires, price paid, agency from which it is ordered, and date of receipted bill.

Title												No Copies	
Address													
Vols per Yr		Begin				Frequency						For	
Yr.	Vol.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.

Fig. 14. Periodical record card. Front. Reduced. Original is 5" x 3". Cards printed and ruled like this are on the market, and their use will save many times their cost in labor even in a small library.

<i>Publisher</i>					<i>List Price</i>	{ yes no last no Write
<i>Address</i>					<i>Bind</i>	
<i>Indexed in</i>					<i>T.P.</i>	
					<i>Index</i>	
<i>Ordered</i>	<i>Begins</i>	<i>Expire</i>	<i>Date of Bill</i>	<i>Cost</i>	<i>Source</i>	<i>Bindery Sent</i>
						<i>Rtd.</i>

Fig. 15. Periodical record card. Reverse. Reduced. Original is 5" x 3". The remarks made under Fig. 14 apply also to this.

This list is best kept on cards, a card to each journal, and all alphabetically arranged, Figs. 14 and 15. It saves much trouble when dealing with an agency to have subscriptions coincide with the calendar year, disregarding volume arrangements of the publishers. Note that you must often send to publishers special requests for indexes.

Chapter XII

Buying Books

A GOOD book for a library, speaking of the book as to its wearing qualities and as to the comfort of its users, is printed on paper which is thin and pliable, but tough and opaque. Its type is not necessarily large, but is clear-cut and uni-

form, and set forth with ink that is black, not gray or muddy. It is well bound, opening easily at any point. The threads in the back are strong and generously put in. The strings or tapes onto which it is sewn are stout, and are laced into the inside edges of the covers, or of a nature to admit of their secure fastening with paste and paper.

The sides are of good binder's board covered with stout cloth.

Books are now bound by machinery, and are not sewn on tapes, so part of the description just given applies only to books rebound by a library binder. Details on rebinding and mending are in chapters on those subjects. The notes here given are merely to call attention to the fact that you should learn to tell a well-made book when you see it. Thus to learn means that you must look carefully at books, note how they wear, and ask questions and read about bookmaking.

In ordering books of which several editions are on the market, specify the edition you wish. When you have found a good edition of a popular author, like Scott or Dickens, make a note of it.

The librarian should select the books for the library of which he has charge, and attend to all the details of buying them, all as noted in the chapter on selecting books.

In giving book orders, try your local dealer first. If he cannot give you good terms, or, as is very likely to be the case, has not the information or the facilities which enable him to serve you well, select a large book dealer of good repute

and trust him. It is economical, generally, to purchase all your books through one dealer, thus saving on letter writing, misunderstandings, freight, express, and general discomfort.

Keep a record of all books ordered. The best form of record is on slips, using a separate slip for each book. These order cards should have on them the author's surname and initials, brief title, number of volumes, abbreviated note of place, publisher, year, publisher's price if known, name of dealer of whom ordered, date when ordered, and, if its purchase has been requested by any one, that person's name and address. See Figs. 16 and 17.

For transmitting the order to the book dealer, a list on sheets should be made from the order slips, arranged either by publishers or alphabetically by authors.

This list may be written on one side of the paper only, in copying ink, and a letter-press copy taken; or it can be written on thin paper with a pencil, a sheet of carbon paper underneath giving a good second copy. If you have a typewriter, it can be written with carbon paper to give a manifold copy. Keep carbon manifold copy and send original to dealer.

When books arrive check them up by order cards, which are alphabetically arranged. The order cards are kept until the books they represent have been cataloged, and the cards for them have been properly entered in the card catalog. In Newark practice they are then destroyed.

The card shown in Fig. 16, which is somewhat

Class No.	Author (Surname first)				WRITE LEGIBLY		NOT RUSH
Accession No.	Title						
Ordered							
Of							
Received	Edition or Series		Place	Publisher			
Cost	Date	Vols.	List price	Est. Cost			
Charged to	Recommended by						
Date of bill	Address						
L. C. No.	Reviewed in						
Fill out above as fully as possible Cross out NOT in NOT RUSH, If in special haste. Give reasons for purchase on back.							

Fig. 16. Order slip or card. Reduced. Original is 3" x 5". This is the kind of an order slip which is most commonly used. The entries on it explain themselves.

fuller than that shown in Fig. 17, is used in many libraries, and is kept and used as a shelf-list card after the book noted on it has been cataloged. This use of it is found very satisfactory.

If few books are bought, all this work is unnecessary.

Some libraries find that an order card copied in triplicate, by the use of carbon paper laid between the order cards, is a time-saver. The "cards" used in this plan are, of course, slips of thin, tough paper. One copy is held at the library, one copy is sent to the bookseller, and the third copy is sent to the Library of Congress for cards. These Library-of-Congress cards are described under classifying and cataloging.

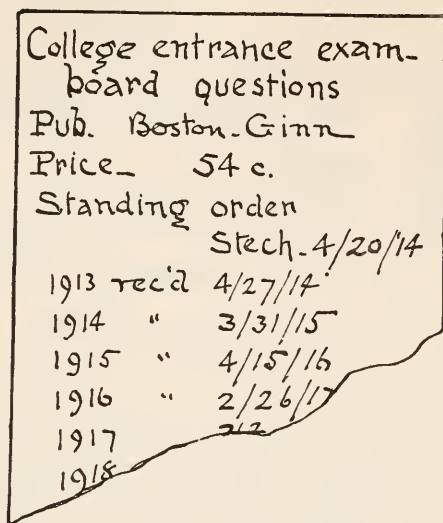
Here is a simple and satisfactory way to keep track of proceedings of societies, annuals and books

Date ordered	11 Ag. '19	Author	Newbolt, Sir Henry
Of	Baker	Title	New study of English poetry.
Date received	Ag. 20-19		
	8/18/19		
Date of bill	8/18/19	Place	N.Y.
		Date	1919
		Publisher	Button Nation
Cost	2.70	No. of Vols.	2
		Price	3.00
		Checked in	8/19/19
Recommended by	Mr. Sydney O. Black		
The Free Public Library, Newark, N. J.		Order Slip. Dec., 1918. 20,000.	

Fig. 17. Order slip. Reduced. Original, 3" x 5". This card gives author's surname, and initials, brief title, number of volumes, abbreviated note of place, publisher, year, publisher's price and name and address of person if book has been requested. On the left-hand margin write date when ordered, name of dealer of whom ordered, and date when received and cost.

in series, issued irregularly, for which the general term "continuations" may be used. Make records on an ordinary No. 9 envelope, see Fig. 18. Write first the title or name of series across the upper end, flap at left, and follow it by editor, publisher and place, price, source and date of original order. If the entry is for a single book, then, for convenience, put the call-number in lower left corner.

Slip all correspondence, and circulars referring to the books, into the envelope. Arrange these envelopes alphabetically in a box. If the face of the envelope fills up, a note is made at the bottom of it, "See within," and the entry is continued on a sheet of paper inside.



College entrance exam-
board questions
Pub. Boston-Ginn
Price_ 54 c.
Standing order
Stech. 4/20/14
1913 rec'd 4/27/14
1914 " 3/31/15
1915 " 4/15/16
1916 " 2/26/17
1917 2/2
1918

Fig. 18. End of envelope, showing entries for a "Continuation." Reduced. Original is 4" x 9".

This file should be gone through once or twice a year to discover which of the continuations have not been supplied.

A good card for keeping records of continuations is shown in Fig. 19.

Books will sometimes be ordered at the request of interested persons. In such cases the name and address of the person asking for the book should be entered on the bottom of the order card for that book. When the book comes, and has been made ready for use, send a note to this person, notifying him of the fact of its arrival.

Do not be tempted by a large discount to give orders to irresponsible persons.

Do not anticipate revenues, and do not spend all your money at once; if you do you will miss many a bargain, and have to go without books

<i>Title</i>				<i>Frequency</i>				
<i>Publisher</i>								
<i>Vol</i>	<i>Year</i>	<i>No of Copies</i>	<i>Date ord</i>	<i>Source</i>	<i>Re'd</i>	<i>List Price</i>	<i>Date of Bill</i>	<i>Cost</i>

Fig. 19. Continuations record card. Reduced. Original about 3" x 5". Every library, however small, purchases or receives as gifts certain annuals or biennials and regular reports of various society or government and state department publications. For the purpose of keeping track of such books and making certain that they are ordered or requested promptly, it is necessary to keep a check-list of such material. The accompanying form illustrates a convenient method, and if printed on a salmon-colored card, 12.5 x 5.5 cm., it aids the eye in removal from the regular file of other periodical continuations, where they are all filed alphabetically by title. It is also possible to use such a card as a combined order, accession, and shelf-list record. In some libraries such a card is filed in the catalog and removed temporarily when it is necessary to reorder.

that are needed more than those you have bought.

Do not spend on a single costly work, of interest to few and seldom used by that few, a sum that would buy twenty or perhaps one hundred vol-

umes that would be in constant profitable use by many. Buy no books unless you know by personal acquaintance, or upon good testimony, that they are worth adding to your library.

Do not feel that you must buy complete sets of an author, or all of any "series"; all the works of very few authors are worth having, and usually some of the books in a series are poor, or are not suited to your library.

Do not buy cheap editions of fiction; the paper, presswork, and binding are poor, and to buy them is a waste of money. The best is none too good in buying fiction. Novels wear out rapidly and have to be rebound, and poor paper does not stand rebinding well.

Avoid subscription books. Do not buy of a book agent; in nine cases out of ten you can find better and cheaper books at the stores. In the second-hand book stores you can sometimes find very good bargains. But to buy wisely of second-hand books you need a wide knowledge of books. Almost all subscription books come to the second-hand man in a short time, and from him can be bought cheaply.

A well-selected and judiciously purchased library, with such works of reference as are needed, will cost at least \$1.50 per volume.

Chapter XIII

Ink and Handwriting: Typewriters

THE notes and instructions in this chapter are not out of date, for much of the writing of cards and lists in libraries is still done by hand. But the typewriter has come to be an essential part of the equipment of even the very small library, and typewritten cards and lists are far better than handwritten. The figures of cards shown elsewhere sufficiently illustrate typewriting on cards, and the make of machine and the character of ribbon, card, etc., are all best learned from responsible dealers.

For catalog cards and all other records use a noncopying, black, permanent ink.

For all labels on the outside of books, and for all writing on surfaces which may be much handled, use Higgins' American waterproof drawing ink.

The vertical hand should be used in library work, see Fig. 20. The following rules, with the illustrations, are taken from an Albany library school handbook.

Brief Rules

1 **INK.** Use only standard library ink and let it dry without blotting.

2 **POSITION.** Sit squarely at the desk and as nearly erect as possible.

3 **ALPHABETS.** Follow the library hand forms of all letters, avoiding any ornament, flourish, or lines not essential to the letter.

A B C D E F G H I J K L
 M N O P Q R S T U V W
 X Y Z
 a b c d e f f b g g h h i j k k
 l m n o p q r s s t u v w x y y
 z

1 2 3 4 5 6 7 8 9 0 &

Take great pains to have
 all writing uniform in size,
 slant, spacing & forms of
 letters.

A B C D E F G H I J K L M N
 O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m n o p
 q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0 &

Take great pains to have all
 writing uniform in size, slant,
 spacing & forms of letters.

Fig. 20. Upright hand; specimen alphabets and figures. Above is the so-called "joined hand," below the "dis-joined." No teacher is needed in learning to write this hand. Keep on trying until you can write it, and until your eye tells you that you write it well. This is a third smaller than the original, and is a little smaller than it is usually advisable to use.

4 SIZE. Small letters, taking m as the unit, are one space or two millimeters high; i.e., one-third

the distance between the rulings of the standard catalog card.

Make all the small letters, except f, i, j, k, t, x, and y, without lifting pen from paper.

Make g and Q in one stroke, moving from left to right like the hands of a watch. Begin on the line.

Take special pains with the letter r, as carelessly made it is easily mistaken for v or y.

Make the upper part of B, R, and S a trifle smaller than the lower part.

Figures. Make all figures without lifting the pen. Begin 4 with the horizontal line. Make the upper part of 3 and 8 smaller than the lower part; 8 is best made by beginning in the center.

Capitals and extended letters are two spaces high above the base line or run one space below, except t, the character &, and figures, which are one and one-half spaces high.

5 SLANT. Make letters upright with as little slant as possible, and uniformly the same, preferring a trifle backward rather than forward slant.

6 SPACING. Separate words by space of one m and sentences by two m's. Leave uniform space between letters of a word.

7 SHADING. Make a uniform black line with no shading. Avoid hair-line strokes.

8 UNIFORMITY. Take great pains to have all writing uniform in size, slant, spacing, blackness of lines, and forms of letters.

9 SPECIAL LETTERS AND FIGURES. In both joined and disjoined hands dot i and cross t accurately to avoid confusion; e. g., Giulio carelessly dotted has been arranged under Guilio in the catalog.

Cross **t** one space from line. Dot **i** and **j** one and one-half spaces from line. In foreign languages special care is essential.

Joined hand. Connect all the letters of a word into a single word picture. Complete each letter; e. g., do not leave gap between body and stem of **b** and **d**, bring loop of **f** back to stem, etc.

Avoid slanting **r** and **s** differently from other letters. They should be a trifle over one space in height. The small **p** is made as in print, and is not extended above the line as in ordinary script.

Disjoined hand. Avoid all unnecessary curves. The principal down strokes in **b**, **d**, **f**, **h**, **i**, **j**, **k**, **l**, **m**, **n**, **p**, **q**, **r**, **t**, **u**, and the first line in **e**, should be straight.

Chapter XIV

The Care of Books

BOOKS of moderate size should stand up. Large books keep better if laid on their sides; when they stand the weight of the leaves gives a pull on the binding which tends to draw the books out of shape and sometimes breaks them. Books which stand should never be permitted to lean over, but should be kept always perfectly erect; the leaning wrenches them out of shape, and soon breaks the bindings. A row of books which does not comfortably fill a shelf should be kept up at one end by a book support, see Fig. 21. There are good supports on the market

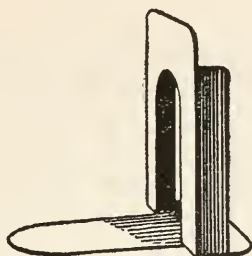


Fig. 21. Book support. The peculiar advantage of this support is that it cannot be easily hidden between the books. The flaps are part of the same sheet of metal as is the body, and make the support occupy as much space as does an ordinary book. It can always be easily seen. It is smooth, polished, and easily cleaned.

and several are mentioned in the Supplement under supplies.

Books as they come from the dealer are not always perfect. To make sure that their purchases are in good condition some librarians collate all books as soon as received; that is, look them through with care for missing pages, and injuries of any kind. Imperfect volumes are returned. But, save with very expensive books, this labor is unnecessary, and doesn't pay. The time spent on it easily amounts to more than the cost of replacing the very few books which may by chance be later found imperfect. In fact, any responsible dealer will usually replace an imperfect copy with a good one, even if the former bears a library mark and has been handled a little.

Use care in cutting pages. Do not cut them with anything but a smooth, dull edge. Cut them at the top close to the fold in the back.

The worst enemies of books are careless people. Another enemy is damp. It is bad for the binding; it is very bad for the paper.

Gas, with heat, is very destructive to books, especially to bindings. Books should occasionally be taken from their shelves and wiped with a soft cloth. The shelves should at the same time be cleaned thoroughly.

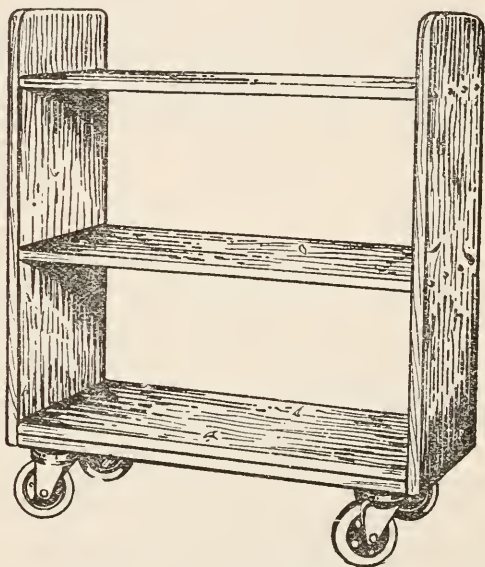


Fig. 22. Book truck. It will carry 25 books on each shelf, or double that number if they stand upright in two rows. A truck should be noiseless and its wheels should be so adjusted as to make it easy to move it in any direction. It should be as light as a proper strength of materials will permit. It should have no sharp edges or corners to hurt the hands or to be easily chipped, and no moldings or ornaments to gather dust. It should be so finished that it can easily and quickly be washed without harm. This truck conforms to these conditions.

Don't hold a book by one of its covers.

Don't put books in high piles.

Don't rub dust into them instead of rubbing it off.

Don't wedge books tightly by crowding them in the shelf.

Those who use a public library like to find books clean and neat, and with a little encouragement will take pretty good care of them. There are exceptions, of course, and especially among the children. These must be looked after and reasoned with.

Don't cover your books. The brown paper cover is an insult to a good book, a reproach to every reader of it, an incentive to careless handling, and an expense without good return.

On the other hand, books well worth keeping but very little used, which have broken backs or are badly soiled, may be put into paper covers to advantage. This will sometimes make an expensive binding unnecessary for a long time. Fine and expensive and rare books and books with special bindings can be put into cases, which are stout boxes open at one side and snugly fitting the book each contains. Thus boxed, they remain clean and sound for many years. If lent, they can be lent in these cases.

A few simple rules like the following can be brought to the attention of those who use the library. Make of these a book-plate and use it freely, but head it "Suggestions" and not "Rules." Always be sure that the library sets a good example in its handling of books: —

Keep books dry.

Do not handle them when the hands are moist; never, of course, when the hands are soiled.

Use them to read, and for nothing else.

Never mark in them.

Do not turn down their pages.

Do not lay them face downwards.

Do not strap them up tightly.

Never let them fall.

Open them gently.

The book you are reading will go to others. Pass it on to them neat and clean, hoping that they will do the same by you.

The rules above given can be printed on a small slip, about $2\frac{1}{2}$ " x $3\frac{1}{2}$ ", with the name of the library added and the whole pasted inside the front cover of books to serve as a book-plate. Perhaps a better way is not to give rules for handling books in a book-plate, but to speak in general terms of the library and its owners as in Figs. 23–26, which are used as book-plates in the Newark library.

Chapter XV

Accessioning Books

THE preparation for use by the public of the books that form a library is a long and complicated process. As it is described in the chapters which follow it must seem, on first reading, to be as difficult as it is complex. It is not so, however. To complete it properly calls for

Books in the Free Public Library

THEY belong to the citizens of Newark. The more they are used intelligently, the better for the city. If you find any of them helpful to you, if they make your hours of leisure more agreeable, your work more efficient, your enterprise more profitable and your city more enjoyable, please tell others of the fact, and thus aid in making these books more useful still.

Do what you can to prevent rough handling, mutilation and theft among these books. A few persons, unhappily, are ready to do harm to such instruments of education and progress and pleasure as our fellow citizens provide in these books.

The Free Public Library

Newark, New Jersey

GOOD IN ALL BOOKS

There is no booke so bad, but some commodity may be gotten by it. For as in the same pasture, the Oxe findeth fodder, the Hound a Hare; the Stork a Lizard, the faire maide flowers; so we cannot, except wee list our selves, saith Seneca, but depart the better from any booke whatsoever.

Peacham's Complat Gentleman, 1634.

THE FREE PUBLIC LIBRARY OF NEWARK, NEW JERSEY

TO NEWARK READERS

- 1 Reading pays.
- 2 Wise reading pays best.
- 3 Wise reading is guided reading of good things.
- 4 Libraries are established to collect good reading and guide in its use.
- 5 This Library of yours has many useful Guides and Lists and Study Courses, and Books that tell about Books on every subject,—what are the best and why. We wish these Guide Books to Reading were more used.

The Free Public Library
Newark, New Jersey

LEARN HOW TO LEARN

¶ The most valuable knowledge is knowledge that leads to all knowledge. You can't learn everything, so be wise and learn how to learn what you need to learn. ¶ All knowledge is in print, or will be to-morrow. To know how to find in books and journals just the information you need—that is to hold the eel of wisdom by the tail.

Your Newark Library has much that is helpful on the art of learning how to learn.

THE FREE PUBLIC LIBRARY
Newark, N. J.

Figs. 23-26. Book-plates used in the Newark Library. Reduced by about a third. These, and others somewhat like them, are largely used. The Library has also several book-plates of the more conventional type.

common sense and accuracy, even in handling a small collection. It does not demand prolonged study, or what may be vaguely called scholarship. Careful reading of these notes, plus visits to a well-arranged and active library of moderate size, ought to be sufficient preparation for the proper mastery for your purposes of all this technique in a small library. And the librarian of the small library should keep in mind the fact that, while proper indexing, somewhat as here described, is quite essential, far more essential is that conduct of himself, his building, his books, and his journals which make all combine to give to his community a hospitable, agreeable, and interesting institution.

A careful record should be made of all books received. For this purpose you can use what is called an accession book. This is a blank book, ruled and lettered and numbered especially for library invoices, see Fig. 27. It is the library's chief record, and when properly filled out contains a complete history of every volume it ever acquired. The items entered in the accession book concerning every volume in the library may include the following: date of entry; accession number; class-number (religion, sociology, etc.); author; title; place of publication and name of publisher; date of publication; binding (cloth, leather, etc.); size (octavo, quarto, etc., or height in inches, or size by letter symbols); number of pages; name of dealer from whom purchased; cost; remarks (maps, plates, etc.; books rebound; magazines, etc.; lost, worn out, replaced by another book, etc.).

book added to the library receives the number next in order, and is entered on the line which bears its number. Assume that you are just starting your library, and are adding to it the book by Wells described below; and proceed as follows:—

Write its number in a certain definite place in the book, the same place in every book. Then write, in the accession book, on the line bearing its number, the author, H. G. Wells; title, Undying fire; place and publisher, N. Y., Mac.; Year, 1919; pages, 229; size, D; binding, boards; source, Baker & Taylor; cost, \$1.00; Class, F; book number (none, as it is a novel); Vol., 1; remarks (none).

If you follow the accession book as printed you will fill out all the items enumerated. You may find that you can safely eliminate all but author, title, place and publisher, date, source and cost. As stated elsewhere, some libraries have given up the accession book entirely and use shelf-list cards for the essential items of the accession book.

If the accession book is used, your next book added after H. G. Wells' Undying Fire, will bear the number 2 and so on.

Use abbreviations wherever possible. For example: N. Y. for New York, Mac. for Macmillan Co., '19 for 1919, bds. for boards, B. & T. for Baker & Taylor, F. for Fiction.

But, as Fig. 28 shows, the more common form includes only a part of these items. Note that the figure shows a "loose-leaf" page, meaning a page

DATE									
NUMBER	AUTHOR	TITLE	PUBLISHER	YEAR	VOL	SOURCE	COST	REMARKS	

Fig. 28. Very short form of accession book. Much used. Reduced. Original is 10" x 10" and includes an extension at left with holes for loose-leaf binding.

that is held with others by a simple device, all the sheets making a book. This loose-leaf condensed

accession book is found very satisfactory in many libraries.

Each book and each volume of a set has a separate accession number and a separate entry. Each entry occupies a line; each line is numbered from one up to such a number as the library has volumes. The number of each line, called the accession number, is written on the first page after the title-page of the book described on that line. The accession book is a life history of every book in the library. It is also a catalog of all books in the library, and a useful catalog as long as the library is small.

Never use an old accession number for a new book, even though the original book has disappeared from the library.

Record should be made of all books, pamphlets, reports, bulletins, magazines, etc., received by the library as gifts; and every gift should be promptly and courteously acknowledged in writing, even if previously acknowledged in person. Keep this record in a blank book, or on cards which alphabetize all gifts by the names of the givers, with dates of receipt. Books given should, if added to the library, appear on the accession register just as do books purchased.

Some libraries have given up the accession book and are using in its place a method of keeping records of books added to their libraries which is simpler, easier, calls for less labor, and seems quite satisfactory.

This is the method: —

When books are received, check them off the

bill. If some are to be returned for any reason, indicate the fact plainly on the bill and deduct their prices from the total.

In each book included in the bill in question, on the second page after the title-page and near the inner margin, write in pencil the price of that book, the name or initials of the person or firm the book was purchased from, the day, month, and year of the bill. File this bill with all other book bills, or, if you prefer, with other bills of all kinds, in chronological order. If any question arises as to cost of a book, or of whom purchased and when, the date on the book leads you easily to the bill itself. If the library treasurer keeps all bills, none the less the book is its own record and bills can be consulted by the treasurer in the very rare cases where this is necessary. If the book is lost and its price is asked, that information will be found on the shelf-list card as explained later.

For the next step, get a numbering machine. The Bates is a good one; others, with approximate prices, are named in the Supplement.

Set this machine to print once each successive number as it is used and with it stamp its current number at the top of the second page after the title-page. This machine is to be used for this one purpose only. If used in a library to help record all added books from the very first, then the number on the first book will, of course, be one (1). If the method here described is introduced into a library after books have been received and entered in an accession book in the old manner to the number of, say, 462, then the first number im-

printed on a book by the machine will be 463. The machine is not essential; for the number here mentioned can, like the duplicate of it, to be noted later, on the shelf-list card, be written by hand. The advantages of the machine are that it makes no mistakes and that its numbers are very legible.

The description of the rest of this method properly goes under the subject of the shelf-list. To make it clearer it is added here, and in part repeated later.

Let us assume that the books on the bill we have been considering have been classified and given their class- and author-marks; that is, have been so labeled that if put on the shelves, their labels, if read continuously in decimal and alphabetical order, will place each book among other books on the same subject as its own. For each book is then written a shelf-list card, see Fig. 29. On this card is the class- and author-number, the name of its author, its title, copyright date or date when added to library, from whom purchased, price, and the same number — written by hand — as that stamped by the machine on the second page after the title-page.

The method is long in the telling, and seems complex. It is not so in fact, and in the Newark library we have found it saves much time. A study of the cuts and of the legends under them should alone make it quite clear.

To keep a brief and simple record of the books added in each department of the library, proceed as follows: —

Get a blank book, about 6" x 9" in size, of good

1919	Jan	Feb	Mar	Apr	
Date	31	28	31	11	
000	32	11	32	6	
100	20	7	37	9	
200	51	2	26	10	
300	95	26	92	22	
400	41	0	30	15	
500	17	4	97	30	
600	74	13	135	15	
700	65	28	82	8	
800	54	1	69	24	
900	40	11	62	12	
T+D	19	18	37	10	
B	11	2	30	3	
F	0	46	47	28	
	519	169	776	192	

Fig. 30. Part of a page, ruled and marked as indicated in text, to hold record of books added, from time to time, to each department of the library. Reduced. Original, 8" high. The T & D stand for Travel and Description, B for Biography and F for Fiction. This page contains entries for books added on four dates.

ond page after the title-page when each book was classified, see Fig. 31, and set down the numbers resulting from your count in the column you have

405976 B M3316

P R E F A C E.

50 B 4/19 In this history of Maria Antoinette, it has been my endeavor to give a faithful narrative of facts, and, so far as possible, to exhibit the soul of history. A more mournful tragedy earth has seldom witnessed. And yet the lesson is full of instruction to all future ages. Intelligence and moral worth combined can be the only basis of national prosperity or domestic happiness. But the simple story itself carries with it its own moral, and the *reflections* of the writer would encumber rather than enforce its teachings

Fig. 31. The second page after the title-page of a book which has been marked according to the method that does not include use of an accession book. The marks in pencil at the left mean that this book cost 50 cents and was bought of Baker-Taylor in April, 1919. The figure above shows that it is No. 405976 of the books added to the library. The letters and figures indicate that it is a life, Biography of Marie Antoinette. Reduced. Original is 4" x 6".

dated April 11, and opposite their several proper class-numbers found in the column at the left.

The sum of the footings of all these columns gives the total of all books added to date.

Many libraries are so small and have so little money each year for maintenance and books — I am speaking here of those with an annual income of from, say, \$25 to \$250 — that they can afford neither time nor money for making records of any kind. They should, nevertheless, get a cheap blank book, and in it enter the books the library owns. Even this very modest work is a proper beginning and is due both to the books themselves and to the community that owns them.

A stock record sheet may be bought, so ruled and printed as to serve as an admirable basis for a full record of a library's book-collection, Fig. 32. The figure and its legend give details. The use of a sheet like this is found very satisfactory in many libraries.

Chapter XVI

Classifying and Cataloging Books

THE small public library, even the very small one, should be classified and cataloged. This will make its resources more easily available, and will prevent the confusion and waste of labor which are sure to come if systematic treatment of books is deferred.

Get the best advice obtainable in this line, con-

sider the library's field and its probable growth, and, if possible, let the first work on the books be such as will never need to be done over.

To classify books is to place them in groups, each group including, as nearly as may be, all the books treating of a given subject, for instance, geology; or all the books, on whatever subject, cast in a particular form, for instance, poetry; or all the books having to do with a particular period of time, for instance, the Middle Ages. Few books are devoted exclusively to one subject and belong absolutely in any one class. The classification of books must be a continual compromise. Its purpose is not accurately to classify all printed things, this cannot be done; but simply to make certain sources of information, books, more available.

It is proper here to suggest that a beginner in library work use his dictionary, and, if he has it, his cyclopedia. In these, under the words Books, Pamphlets, Printing, Libraries, Classification, Catalog, Index, Filing, and many others, will be found much that is helpful.

The task in hand is briefly this: so to mark and index each of a large group of books that any one of them can be found quickly; that the art of finding any one of them may be so simple that any intelligent person can learn it quickly; and that books on like subjects may stand near one another.

To the "indexing" part of this task belongs the process of classifying and cataloging. A little reading will give the intelligent and interested beginner quite a clear idea of what it is he purposes to make of his books. Briefly, it is an encyclopedia

of universal knowledge to which his catalog is an index.

Books may be classified into groups in a catalog or list, yet themselves stand without order on the shelves. For convenience in getting for any one all the books on a given subject, and especially for the help of those who visit the shelves, all books should stand in their appropriate classes. Each book, therefore, should bear a mark which will tell in what class it belongs; distinguish it from all other books in that class; show where it stands among its fellows of the same class; and indicate which one it is of several possible copies of the same book. This mark can be used to designate the book in all records of it, instead of the entry of its author and title.

Schemes or systems of book classification which are worthy of consideration are quite numerous.

The "Expansive" classification, devised by C. A. Cutter, has many special merits. It was quite fully described in the earlier editions of this book. The introductions and notes that accompany its several expansions and the published parts of its largest form are full of sound sense born of the native talent and the long and varied experience of its compiler. The library worker who really wishes to know his trade will get it and study it with care.

It is called Expansive because it is literally such, the author having planned seven classifications of progressive degrees of fullness, the first having only 11 classes, which would be enough for a very small library; the second having 15 classes and 16 geographical divisions, suiting the small library

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when it has grown a little larger; the third having 30 classes and 29 geographical divisions; and so on, until the seventh would suffice for the very largest library. The same notation is used throughout, so that a library can adopt the fuller classification with the least possible change of mark.

The first part of the classification, as published, contains the first six classifications and a combined index to them all. The seventh, the fullest classification, was never completed and indexed.

The only classification that is both complete in book form, and is so widely used that suggestions for its use are easily found by a beginner, is the Dewey or decimal. It is set forth in detail in a large volume, with instructions for use and a very complete index, see Fig. 33. Note publisher and price in Supplement.

Note also in the Supplement a reference to the abridged Decimal Classification. It costs less than the unabridged edition, and can be heartily recommended for use by any library that is so situated as to make it clear that it will always remain small.

Even the smallest library should have a copy of the Decimal Classification, last edition, if only for the enlightenment of trustees and librarian. To read the introduction to it and to look over its pages is to gain at least a modest conception of the difficulties that confront one who is about to classify a library. This introduction will also convince almost any person that this advice, often given, is sound: "Don't try to devise a system of your own."

Having decided on your system of classification,

Divisions

000 General Works

- 010 Bibliography.
- 020 Library Economy.
- 030 General Cyclopedias.
- 040 General Collections.
- 050 General Periodicals.
- 060 General Societies.
- 070 Newspapers.
- 080 Special Libraries. Polygraphy.
- 090 Book Rarities.

100 Philosophy

- 110 Metaphysics.
- 120 Special Metaphysical Topics.
- 130 Mind and Body.
- 140 Philosophical Systems.
- 150 Mental Faculties. Psychology.
- 160 Logic.
- 170 Ethics.
- 180 Ancient Philosophers.
- 190 Modern Philosophers.

200 Religion

- 210 Natural Theology.
- 220 Bible.
- 230 Doctrinal Theol. Dogmatics.
- 240 Devotional and Practical
- 250 Homiletic. Pastoral. Parochial.
- 260 Church. Institutions. Work.
- 270 Religious History.
- 280 Christian Churches and Sects.
- 290 Non-Christian Religions.

300 Sociology

- 310 Statistics.
- 320 Political Science.
- 330 Political Economy.
- 340 Law.
- 350 Administration.
- 360 Associations and Institutions.
- 370 Education.
- 380 Commerce and Communication.
- 390 Customs. Costumes. Folk-lore.

400 Philology

- 410 Comparative.
- 420 English.
- 430 German.
- 440 French.
- 450 Italian.
- 460 Spanish.
- 470 Latin.
- 480 Greek.
- 490 Minor Languages.

500 Natural Science

- 510 Mathematics.
- 520 Astronomy.
- 530 Physics.
- 540 Chemistry.
- 550 Geology.
- 560 Paleontology.
- 570 Biology.
- 580 Botany.
- 590 Zoology.

600 Useful Arts

- 610 Medicine.
- 620 Engineering.
- 630 Agriculture.
- 640 Domestic Economy.
- 650 Communication and Commerce.
- 660 Chemical Technology.
- 670 Manufactures.
- 680 Mechanic Trades.
- 690 Building.

700 Fine Arts

- 710 Landscape Gardening.
- 720 Architecture.
- 730 Sculpture.
- 740 Drawing, Design, Decoration.
- 750 Painting.
- 760 Engraving.
- 770 Photography.
- 780 Music.
- 790 Amusements.

800 Literature

- 810 American.
- 820 English.
- 830 German.
- 840 French.
- 850 Italian.
- 860 Spanish.
- 870 Latin.
- 880 Greek.
- 890 Minor Languages.

900 History

- 910 Geography and Description.
- 920 Biography.
- 930 Ancient History.
- 940 Europe.
- 950 Asia.
- 960 Africa.
- 970 North America.
- 980 South America.
- 990 Oceanica and Polar Regions.

Fig. 33. A page from the Dewey System of Classification, containing a hundred subdivisions of all knowledge.

begin to classify. This is one of the many things which can be learned only by doing.

Always learn what a book is about before you decide in what class or group you will put it. Do not depend on the lettering on the back or on the title-page to give you this information. Book titles are often misleading. Look at the table of contents, run over the preface, and, if still in doubt, look over the whole book before you come to a conclusion.

If a book treats of two or more subjects in a rather important way, give it the number of the subject of which it treats more at length. To this rule you can make an exception where the less important part of the book is the part of greater interest and value to your own community. And you can make another exception if the book treats largely of two subjects which are really parts of one more general subject, using for it, in such a case, the number of the more general subject.

Give fiction no class-number, but an author-number or "book-mark" only, as explained in a later chapter. In fact, the author-number for fiction is unnecessary. In some libraries, both large and small, the fiction stands on the shelves in the alphabetic order of the authors' names, with no marks or labels on the books, and this is a good plan.

To a book about a single person, what is called "an individual biography," give the single letter B as a class-number, and follow this with the author-number of the person of whom it is written.

In the Dewey system all "literature" will be

found to be quite minutely subdivided. You can omit all this subdivision and give to all books that you include in "literature," except histories of literature, the letter L as a class-mark, and arrange the books under this mark in the alphabetic order of the authors' names. This is quite simple and gives good results.

It should be noted, however, that the beginner in library work may wisely follow Dewey precisely; making only such additions as new inventions and new subjects of study as they are set forth in books, seem to make essential. Many schemes of classification have been made, and are being made, to meet what their creators think are new and peculiar conditions. It is quite safe to say that nearly all of these have either broken down in the course of time, or have called for more labor than would have been involved in the acceptance of Dewey.

You will find history and travel are good subjects on which to begin the work of classification, as books on these topics quite naturally fall into their proper places.

The Dewey book has a very full index, giving all the words used in the whole classification scheme. To this index you should turn constantly if you use this scheme of classification, not trusting your memory to take you direct to a needed class until after you have had long practice.

But no matter how carefully you may study the subject beforehand, you will find the actual processes of getting books ready for the shelves, from classifying to putting labels on the backs, not easily followed from printed directions alone. If pos-

STOCK SHEET

CLASSIFIED RECORD OF ADDITIONS

ADDITIONS	MONTH	GENERAL 000	PHILOSOPHY 100	RELIGION 200	SOCIOLOGY 300	LANGUAGE 400	SCIENCE 500	USEFUL ARTS 600	FINE ARTS 700	LITERATURE 800	TRAVEL 910-919	BIOGRAPHY 920-929
	Jan.		2	4	6		10	12	5	6	9	4
WITHDRAWALS	Feb.	3			7	2	8	4	3	10	9	3
	Mar.											
	Nov.											
	Dec.											
TOTAL ADDITIONS		3	2	4	13	2	18	16	8	16	18	7
	Jan.				1		2	3	1		2	
	Feb.											
	Dec.			1			1	3	1	2	1	3
	TOTAL WITHDR'LS			1	1		3	6	2	2	3	3
NET ADDITIONS		3	2	3	12	2	15	10	6	14	15	4
BALANCE BRO'T. FORD		100	75	60	80	40	182	201	96	175	43	23
BALANCE TO DATE		103	77	63	92	42	197	211	102	189	58	27

Fig. 32. Record sheet of books added, withdrawn, etc. Reduced. Note that in this cut certain of both vertical and horizontal lines are omitted as shown by breaks. Sheets like this are on the market. The original is $9\frac{1}{2}$ " x 14", including extension at left with holes for insertion in a loose-leaf binder, and bears at the bottom the following legend: "Statistics of additions and withdrawals should be entered monthly by counting the

S AND WITHDRAWALS										
YEAR OF. _____										
900-909 930-999	FICTION	RENTAL BOOKS	FOREIGN LANGUAGES			TOTAL	SUMMARY			
			< 8 COLUMNS >				PUR- CHASED	GIFTS		
6	20	6				88	80	8		
5	18	3				75	75			
11	38	9				163	155	8		
	5	2				16.				
2	12	6				32				
2	17	8				48				
9	21	1				117				
55	345	32				1507				
64	366	33				1624				

shelf-cards after arranging same by class, and before filing in shelf-list." The count of withdrawals may be made from either book-cards or shelf-cards. If desired, separate sheets may be used for Adult, Juvenile and Reference books, also for branches, school duplicates or special collections. Blank columns are left for the counting of pamphlets, pictures, lantern slides, etc.

sible, therefore, make a visit to a library in which all these processes are carefully carried out, and study them there. If you cannot do this, and cannot get a friendly library worker to come and instruct you for an hour or two, and are not so fortunate as to have a library commission in your state which can send you an "organizer" for a day, free of charge, then ask a large city library to send you samples of books that have been put through all the processes we have been considering, with sample cards and blanks to accompany them. Any library will fill your request without charge. One of the best features of the library field is the wish which is common to all workers in it to have library details properly done, with an accompanying willingness to be of help in the doing. The sin of the beginner never lies in asking her colleagues for help, but in not asking enough.

In this country are many monthly and quarterly journals about libraries, and not a few of these contain lists of recent books with a proper Dewey class-number for each book printed under the title of the book. Notable among these is the Booklist, published by the American Library Association. This and others are noted in the Supplement. Indeed, the helps to classifying are so many in these days that no librarian need go far astray in it. Sample copies can be had for the asking. So can samples of the printed catalog cards published by the Library of Congress, Fig. 34.

These give very full details and should be used wherever possible. It is better, as well as more

economical, to use cards already prepared by experts than to make them yourself.

Classification has been much discussed by students for hundreds of years. The classification of books is a problem that has long received attention from philosophers as well as librarians. The prob-

613.6 Gulick, Luther Halsey, 1865-1918.

G95 Morals and morale [by] Luther H. Gulick ... with an introduction by Raymond B. Fosdick. New York, Association press, 1919.

xiii, 192 p. col. front. 19¹/₂ cm.

Military hygiene

1. Morale. 2. U. S.—Army—Sanit. affairs. 3. Venereal diseases. 4. European war, 1914—War work—Y. M. C. A. 1. Title.

Library of Congress

6m. Copyright A 511359



UH630.G8

(7)

19-1721

Morals and morale

613.6 Gulick, Luther Halsey, 1865-1918.

G95 Morals and morale [by] Luther H. Gulick ... with an introduction by Raymond B. Fosdick. New York, Association press, 1919.

xiii, 192 p. col. front. 19¹/₂ cm.

1. Morale. 2. U. S.—Army—Sanit. affairs. 3. Venereal diseases. 4. European war, 1914—War work—Y. M. C. A. 1. Title.

Library of Congress

6m. Copyright A 511359



UH630.G8

(7)

19-1721

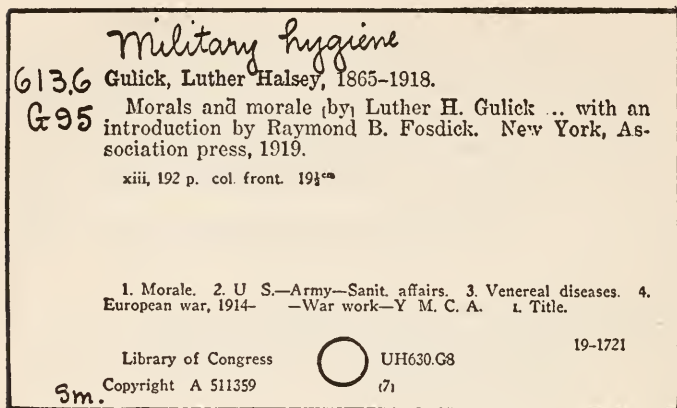


Fig. 34. Three copies of the same card, purchased from the Library of Congress. Reduced. Originals are standard size; 3" x 5". The "call-number" of this book is 613.6 G95, and is repeated on each card. The first card will be alphabetized under the author's name. On it is written "Military hygiene," one of the subject headings used in the Newark Library and not found in the list of the headings printed on the card, under which the book might with propriety be entered. This entry bears a check-mark, indicating that a card for this book is in the catalog (the bottom card of these three) under this entry. "Title" in this printed list of subject headings is also checked, showing that a title-card (the middle card of these three) is also in the Newark catalog. The height of the book is given in centimeters. The letters and numbers at right of hole, form the call-number of the Library of Congress. Sm. in the lower left corner stands for the name of the Newark cataloger. These cards are in centimeters, 7.5 x 12.5.

lem changes and grows with the growth of human knowledge and of human activities and with the growth of the records of knowledge and activities in the form of books. No perfect solution of the problem is possible, and the good solution of to-day

is not quite so good to-morrow, when books come in on topics that were yesterday never thought of.

Do not be surprised, therefore, if the work in classifying your books which you did yesterday seems quite wrong in the light of your new knowledge of to-day.

Your errors affect the result very little. Your success lies in bringing partial order out of complete chaos. Any classification, so it be simple in its elements, is better than none. But every librarian who takes an interest in his work — and uninterested librarians are simply job-holders and for the purposes of this book are assumed not to exist — will wish to know enough about good classification to enable him to select and apply to his library the scheme that best suits his resources, his books, and his community. He will, therefore, read much about the subject of this chapter, will study other libraries if possible, and will proceed humbly — and wisely.

The Supplement tells of certain lists of books, easily obtained, which have class- and author-numbers attached to each book listed. Of these a list of several thousand of the best books for a small library published by the American Library Association a few years ago is the best.

The Carnegie Library of Pittsburgh, Pa., has given much careful attention to its catalog. It publishes printed lists, in which books are not only fully described and annotated, but are also marked with the class-numbers that have been given them. Nothing can be more helpful to a beginner than the volumes of indexes to these lists.

In them will be found entered recent books, followed by class-numbers. The Pittsburgh library will, on request, tell which of these indexes, which are very inexpensive, will be most helpful to a beginner.

To the advice given already, not to try to make a classification scheme yourself, one can well add this: When you find that certain of your books have already been given class-numbers by skilled catalogers—as in the A. L. A. and Pittsburgh lists, especially the A. L. A. Booklist, and on Library of Congress printed cards—give those same numbers to your own copies, and thus save time and trouble. If the class-numbers are larger than a small library needs, carrying the subdivision of subjects too far for your purpose, drop off those at the right, reducing the total to three.

If your library has a special place—a room, a corner, or a case—in which are kept books for young people, then all such books should be so marked that they can easily be noted as belonging in that place. This can be a J (for juvenile) or a C (for children) or even a star or a cross. J is the better letter to use, as it is not easily mistaken for any other letter. As will be seen later, this same mark will appear before the class-numbers assigned to these books wherever those numbers may be written.

It is easier to classify twenty-five or fifty books at a time in any given class than it is to classify them singly as you come to them among books of other classes. Consequently, group your books roughly into classes before you begin work on them.

As books are classified enter them in your shelf-list — explained in a later chapter — and see that an author-card for each is put in the author catalog — explained later — with proper number thereon.

If, after you have made up your mind, from an examination of the title-page, or table of contents, or a few pages here and there, what subject a book treats of in the main, you are still in doubt in what class to place it, consider what kinds of readers will be likely to ask for it, and in what class they will be likely to look for it, and put it into that class. In doubtful cases the catalogs of other libraries are often good guides.

Keep your classification as consistent as possible. Before putting a book, about which there is any opportunity for choice, in the class you have selected for it, examine your shelf-list and see that the books already there are of like nature with it.


Classify as well as you can, and don't worry if you find you have made errors. There are always errors. Don't get into the habit of changing. Try to be consistent in classifying, and stand by what you have done.

Here, Fig. 35, are the names or titles of nine books, and the names of the authors, all printed just as they appear on the backs. That is, here is all that the books tell of themselves as they stand in a row on a shelf.

Assume that these books have been purchased by your library, and have been classified and have been given book-numbers as indicated.

We now proceed to tell how they are cataloged.

In the list which follows on a later page, headed,

BOOKS TO READ	UNIVERSAL TRAINING FOR CITIZENSHIP AND PUBLIC SERVICE	THE ABC OF EXHIBIT PLANNING	AMUSEMENTS IN MATHEMATICS	THE FLYING BOOK 
MACPHERSON		ROUTZAHN	DUDENEY	1918 EDITION
	ALLEN			
028 M24	172 A15	360 R79	510 D86	533.6 F67R
	MACMILLAN	RUSSELL SAGE FOUNDATION	NELSON	LONGMANS GREEN & CO.

THE JOURNALS OF HUGH GAINÉ PRINTER	THE JOURNALS OF HUGH GAINÉ PRINTER	THE NEW ERA IN AMERICAN POETRY	THE GREEK GENIUS AND ITS INFLUENCE	THE MAID OF FRANCE
PAUL LEICESTER FORD	PAUL LEICESTER FORD		LANE COOPER	LANG
VOLUME 1	VOLUME 2	UNTERMAYER		
655.1 G12R	655.1 G12R	811.1 Un8	880.9 C78	B D243
		HENRY HOLT AND COMPANY	YALE UNIVERSITY PRESS	LONGMANS & CO.

Fig. 35. The nine books as they appear on the shelves.

“Catalog of the Nine Books,” are the full stories of these books as the wise librarian writes them out for his catalog; that is, each of the entries in the list includes just what is on one of the cards in a full catalog of the nine books. By this statement is meant, to repeat again, that all the words and figures in this list are on the series of cards that help to make that catalog. On the cards themselves, the numbers and letters that stand for these books and show how they are to be arranged on the shelves, come first. Here in the printed list I put them last, because the change makes the list a little easier to read and because that is the position in which they are placed in a printed list made from a card catalog.

To put all this in another way: Assume that your library is all cataloged on cards; assume that included in your library are these nine books; assume that you can easily find among the cards the nine that have the names of the nine authors of these books in their upper left corners, and standing first on their several cards; assume that on the backs of these nine cards are notes that tell you what are the other cards in the catalog that refer to these same nine books; assume that you pick out of the catalog all these nine cards and all others referring to the nine books; assume that you keep them all in the same order in which they stand in the catalog, that is, in the alphabetic order of the first words on each; and, finally, assume that you give these cards to a printer and ask him to print for you the words and figures found on the cards in the precise order in which they appear thereon, except for the

numbers and letters in the upper left corner, which he is to place at the end instead of the beginning of the entries on each card, and starting a new line of type for each card. The resulting piece of print would be the list given on p. 117.

A full catalog of these nine books would not be produced in precisely the same form by any two libraries; but the form here given discloses well the purposes which are had in mind by all experts while engaged in making a catalog.

811.7	Untermeyer, Louis	
Un8	New era in American poetry. N.Y. Holt, 1919. 364p.	
American poetry-History and criticism t.cd.	Sm.	○

Fig. 36. Author-card as written in Newark Library. Reduced. Original, 3" x 5". The entry below gives "Tracings," or guides, to the two other cards written for this book and placed in the catalog. One is alphabeted under American Poetry — History and criticism; the other under New era in American poetry, the book's title, indicated by the letters "t. cd." If this book (being lost, stolen, or worn out and thrown away) goes from the library and is not replaced, then this author-card is removed from the catalog and so also are the two other cards which refer to it, these two others being found by the help of the "Tracings" on this author-card. These cards are in centimeters, 7.5 x 12.5.

A study of this list, especially if it be made at the same time with a study of the books themselves, will show that it would still be a very useful guide to the contents of the books on the list if it were much shorter, containing, say, only eighteen or twenty entries instead of the thirty-nine here found. It would show also that it could be made still longer and would then be still more useful, taking the inquirer for information to parts of these nine books not here touched upon.

That a small library, with more to do in the way of personal attention to visitors than the time available permits, may well reduce its catalog to the lowest possible terms has already been suggested. That the catalog should be made, as is this, in such subjection to rules as will cause the total result to

811.1	New	era in American poetry
Un8		Untermeyer, Louis. 1919.
	Sm.	

Fig. 37. Title-card referred to in "Tracing" note at bottom of Fig. 36. Reduced. Original, 3" x 5". These cards are in centimeters, 7.5 x 12.5.

811.1	American poetry-History and criticism
Un8	Untermeyer, Louis. New era in American poetry. 1919.
Sm.	○

Fig. 38. Subject card referred to in "Tracing" note at the bottom of Fig. 36. Reduced. Original, 3" x 5". These three cards give inquirer answers to all three of the questions he is most likely to ask: "Have you a book by a certain person,—Louis Untermeyer?" "Have you a book with a certain title,—'The New Era in American Poetry'?" "Have you a book on a certain subject,—'American Poetry'?" These cards are in centimeters, 7.5 x 12.5.

fall inevitably into an alphabetic order and be intelligible at every point, is obvious enough.

That even a large library should not make its catalog more elaborate or more inclusive than this sample bit, is made plain by reference to expense. To catalog a thousand different books in the manner here set forth would cost about \$500, or 50 cents per book. It would be unwise to spend more than that in making a more complete catalog, one telling more than does this one of the contents of the books the catalog includes. All the reasons for making this statement cannot be here set forth. It is perhaps enough to say that the library's income can

be used to more advantage to the community than in making a catalog more elaborate than one of the kind this list illustrates.

CATALOG OF THE NINE BOOKS

- A B C of exhibit planning. Routzahn, E. G. 1918. 360 R76
- Aeronautics. Flying book. For number of vols. in library, see card headed Flying book. 533.6 F67R
- Arc, Jeanne d'. See Darc, Jeanne.
- Allen, William Harvey. Universal training for citizenship and public service. N. Y. Macmillan. 1917. 281p. 172 A15
- American poetry — History and criticism. Untermeyer, Louis. New era in American poetry. 1919. 811.1 Un8
- Amusements in mathematics. Dudeney, H. E. 1917. 510 D86
- Books and reading. Macpherson, H. C. Books to read and how to read them. 1904. 028 M24
- Citizenship. Allen, W. H. Universal training for citizenship and public service. 1917. 172 A15
- Classical education. Rand, E. K. Classics in European education. (In Cooper, Lane, ed. Greek genius and its influence, p. 183-198) 880.9 C78
- Classics in European education. Rand, E. K. (In Cooper, Lane, ed. Greek genius and its influence, p. 183-198) 880.9 C78
- Cooper, Lane, ed. Greek genius and its influence; select essays and extracts. New Haven. Yale univ. pr. 1917. 306p. Bibliography, p. 281-285. 880.9 C78
- Darc, Jeanne. 1412-1431. Lang, Andrew. Maid of France; being the story of the life and death of Jeanne d'Arc. New ed. 1913. B D243
- Dudeney, Henry Ernest. Amusements in mathematics. Lond. Nelson, 1917. 258p. illus. 510 D86
- Exhibitions. Routzahn, E. G. A B C of exhibit planning, by E. G. Routzahn and M. S. Routzahn. 1918. (Survey and exhibit series. Harrison, H. M. ed.) 360 R76

- Flying book, 1914, '18. Lond. Longmans. 1914-'18. 2v. illus. 533.6 F67R
- Ford, Paul Leicester, ed. Gaine, Hugh. Journals of Hugh Gaine, printer. 1902. 2v. 655.1 G12R
- Gaine, Hugh. Journals of Hugh Gaine, printer; ed. by P. L. Ford. N. Y. Dodd. 1902. 2v. illus. Contents: V. 1. Biography and bibliography. V. 2. Journals and letters. 655.1 G12R
- Greece — Intellectual life. Cooper, Lane, ed. Greek genius and its influence; select essays and extracts. 1918. 880.9 C78
- Greek genius and its influence. Cooper, Lane, ed. 1918. 880.9 C78
- Greek literature — History and criticism. Cooper, Lane, ed. Greek genius and its influence; select essays and extracts. 1918. 880.9 C78
- Harrison, Shelby M. ed. Survey and exhibit series. See Survey and exhibit series. Harrison, S. M. ed.
- Joan of Arc, Maid of Orleans. See Darc, Jeanne.
- Lang, Andrew. Maid of France; being the story of the life and death of Jeanne d'Arc. New ed. N. Y. Longmans, 1913. 352p. B D243
- Macpherson, Hector Carsewell. Books to read and how to read them. Edin. Blackwood, 1904. 251p. 028 M24
- Maid of France. Lang, Andrew. 1913. B D243
- Mathematical recreations. Dudeney, H. E. Amusements in mathematics. 1917. 510 D86
- New era in American poetry. Untermeyer, Louis, 1919. 811.1 Un8
- Printing — History. Gaine, Hugh. Journals of Hugh Gaine, printer; ed. by P. L. Ford. 1902. 2v. For contents see author card. 655.1 G12R
- Routzahn, Evart G. A B C of exhibit planning, by E. G. Routzahn and M. S. Routzahn. N. Y. Russell Sage found. 1918. 234p. illus. (Survey and exhibit series. Harrison, S. M. ed.) 360 R76
- Routzahn, Mrs. Mary Brayton (Swain), jt. author. A B C of exhibit planning, by E. G. Routzahn and M. S. Routzahn. 1918. 360 R76

- Social surveys. Routzahn, E. G. A B C of exhibit planning, by E. G. Routzahn and M. S. Routzahn. 1918.
(Survey and exhibit series. Harrison, S. M. ed.) 360 R76
- Survey and exhibit series. Harrison, S. M. ed. Routzahn, E. G. A B C of exhibit planning. 360 R76
- Universal training for citizenship and public service. Allen, W. H. 1917. 172 A15
- Untermeyer, Louis. New era in American poetry. N. Y. Holt, 1919. 364p. 811.1 Un8
- Who's who in aeronautics. (In Flying book, 1918, p. 205-222) 533.6 F67R

You will notice that one entry, or card, for each book gives more information than the other cards for that book. This is called the main entry. It usually has the author's name on its first line; but where the book has no author, or several authors, the first line may bear the editor's name or the title.

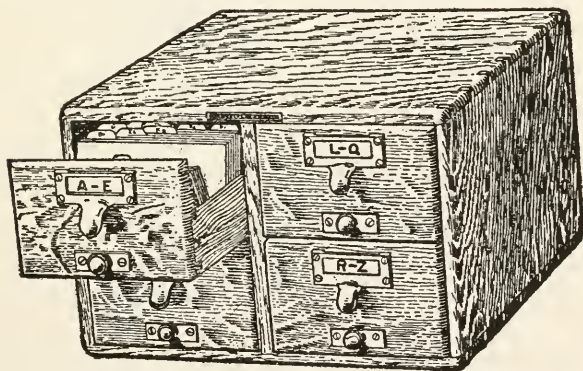


Fig. 39. A four-drawer catalog case. The inside dimensions of each drawer are 11" x 5". Each drawer will hold, with ample space left for convenient handling, and with guide cards added for every group of 50 cards, a total of 700 cards of medium weight.

On the back, or at the bottom, of each main entry card, notes are placed of the other cards made for that book; so that when the book is worn out, or discarded, or lost, and not replaced, there may be no difficulty in removing all its cards from the catalog. For the book by Routzahn, for example, these notes of extra cards, or "tracings" as they are called, are: —

Exhibitions
Social surveys
jt. auth.
t.
series

In your study of cataloging you will find it of interest and value to discover that this short list illustrates the following points: —

Author, title, editor, and continuation entries.

Author, title, and subject fullness.

Author, title, and subject analytics.

Joint author card.

Editor card.

Series card.

Biographical subject.

Title card for biography.

Subject card for continuations.

Cross references.

Forms of notes for series, bibliography, and contents.

Shows that illustrations, contents, and volumes are noted.

Also shows two books marked reference.

Note that each book appears several times on the list, once with author's name first, once with its

Farm life

See also City and country, Country life; *Refer from* Agriculture, City and country; Farmers, Gardening, Ranch life Country life, Farmers, Farming (s), Outdoor life; Rural life (s)

Farm machinery *see* Farm implements, and machinery

Farm management

See also Farm labor, Market gardening, Marketing of farm produce, Rotation of crops *Refer from* Agriculture, Farms, Marketing of farm produce, Range management (s)

Farm motors

See also Electricity on the farm, Farm implements and machinery, Traction engines, Windmills *Refer from* Agricultural physics, Electricity on the farm, Engines, Farm implements and machinery, Motors

Farm products *see* Agricultural products; Marketing of farm produce

Farm schools

Refer from Agriculture — Study and teaching, Education, School farms (s), Schools

Farm tools *see* Farm implements and machinery

Farm values

See also Farms, Abandoned *Refer from* Agriculture, Farms; Real estate, Value

Farmers

See also Agricultural societies; Agriculture; Farm labor, Farm life, Grange *Refer from* Agriculture, Farm life

Fig. 40. Section from "List of Subject Headings for use in Dictionary Catalogs," published by the American Library Association. 1911.

The classifier assigns appropriate subject headings to every book added to the library. For example, a book dealing with the management of a farm, will be found in the card catalog under its specific subject, "Farm Management." Closely related to this subject are other topics, like "Farm labor," "Market gardening," "Rotation of crops," etc., and the borrower finds a reference to these related subjects on a card which reads, "Farm Management, *see also* Farm labor, Market gardening, Rotation of crops." This, in cataloging, is called a *See also* card.

Sometimes it is necessary to make two entries for a given subject, because the heading not selected might be looked under by the borrower, for example: Farm tools, *see* Farm implements and machinery. The subject heading selected is more inclusive than Farm tools, and yet an entry under Farm tools would be looked for. We therefore make what is called a *See* card.

These types of cards are called cross-reference cards,

and are very helpful to the many who are uncertain as to the subject under which the book they are looking for may be entered.

title first, also after one or more words that stand for subjects of which the book treats, also after the name of the editor of the book, if it has an editor, and also after certain words whose purpose a careful examination will make plain.

Note also that certain cards might be added to these solely for the purpose of referring to other cards in the whole catalog of the library, cards that are not given in this small section of the whole. Such cards are not here included, but are mentioned to complete the story. The cards, meaning the things written on the cards and here printed, stand in the alphabetic order of the first words on each. They, the cards, stand in this same order in a long series of several thousand cards, all making a catalog of several thousand books, but with many other cards, also in alphabetic order, standing between them.

A study of the first brief list and of this transcript of the finished catalog cards for the books on the list, will help to make plain the directions and suggestions which follow.

Chapter XVII

Author-Numbers

THE books in a given group or class should stand on the shelves in the alphabetic order of their authors' names, though this is not necessary in a small library. This result is best secured by adding to the class-mark of every book another mark, called an author-number or book-number or book-mark, made up of the first letter or letters of the author's name and certain figures. Books bearing these author-numbers, if arranged first alphabetically by the letters, and then in the numeric order of the numbers following the letters, will always stand in the alphabetic order of their authors' names. These book-marks cannot be chosen arbitrarily. They should be taken from the printed set of them worked out by Mr. C. A. Cutter and called "C. A. Cutter's Alphabetic-Order Table."

This table comes in two figures or three. Two are enough to use in most classes; three are needed in biography and fiction. The three-figure table is perhaps the best to buy, as assignments of either two or three may be made from it. It is in two parts, one for consonants except S, and the other for vowels and S. Here are some sections taken from it, Fig. 41.

Find in the table the first few letters of the author's name whose book you are adding. The number alongside these letters added to the first letter, or the first two or three letters of the author's name, will be the mark. One letter is used for con-

B	1	C	Ad	1	Ed	Se	1	1	Scu
Ba	11	Ca	Ada	11	Eda	Sea	11	11	Scua
Baak	111	Cab	Adal	12	Edah	Sead	12	12	Scub
Baas	112	Cabl	Adam	13	Edai	Seag	13	13	Scubbo
Babb	113	Cac	" M	14	Edal	Seai	14	14	Scuce
Babc	114	Cadd	Adami	15	Edam	Seak	15	15	Scucci
Babe	115	Cado	Adamo	16	Edau	Seam	16	16	Scuccu
Baber	116	Cae	Adams	17	Edaw	Sear	17	17	Scuce
Babl	117	Caffi	" J	18	Edb	Seat	18	18	Scuco
Babn	118	Cagn	" M	19	Ede	Seav	19	19	Scucu
Babr	119	Cah							
Bac	12	Cai	Add	21	Edd	Seb	21	21	Scud
Bace	121	Caill	Adde	22	Eddl	Sebl	22	22	Scudam
Bach	122	Cailli	Addi	23	Eddin	Sec	23	23	Scudder
Bachel	123	Cain	Addis	24	Eddy	Seck	24	24	" S
Bachi	124	Cais	Addison	25	" H	Secr	25	25	Scudery

Fig. 41. Parts of Cutter table. Reduced.

sonants except S, two letters for vowels and S, and three for names beginning with Sc. Thus for Babcock you will find the letters Babc, the number 114, and your mark is B114, or B11 if only two figures are to be used. For Seager the letters are Seag, the number 13, the mark Se13. For Scudamore the letters are Scudam, the number 22, the mark Scu22.

These numbers are read as decimals and books and cards bearing them are shelved and filed in decimal order; as, B12, B121, B1214, B13, B136, B14.

If the exact letters of the author's name do not appear in the table, use the number of the letters immediately preceding. Cabot thus takes C112, the number following the letters Cabl.

If the number found is already in use for another author, add a decimal. If C112 has been used for Cabot, C1121 or C1122 may be given to Cable. This sometimes breaks the alphabetizing a little, but not enough to matter. Except where the table does so, avoid adding the decimal 1 while the others are unused, since no number can afterwards be assigned between 112 and 1121.

Different works by the same author in the same class are distinguished by adding another decimal, or the first letter of the title. Some libraries find it convenient to leave ten numbers for each author. Thus the first author is given H14, from the table, the second author, H142, the third, H143, etc. More books by the first author are given H141, H1411, H1412, H1413, etc. More by the second author, H1421, H1422, H1423, H1424. More by the third author, H1431, H1432, H1433, etc.

In biography, Cutter-mark for the subject. Morse's life of John Adams should be marked for Adams, Ad18. Lives of the same man by different authors are distinguished by adding another decimal or the initial of the author's name. Where the former is done ten places are left for each subject.

The author-number or Cutter-mark added to the class-number gives the full "call-number" or mark to be used by the public in calling for a book. Layman's Handbook of Medicine, by Dr. Cabot, has class-number 616, Cutter-mark C11, call-number 616 C11.

For a reference book, R is placed before the class-number and becomes part of the call-number. For books in French, F may be used, for Spanish S, and so on.

Fiction should have author-numbers only, or no numbers at all. The absence of a class-number will sufficiently distinguish it from other classes.

As already stated, author-numbers can be omitted from books of fiction entirely, and they can stand in the alphabetic order of their authors' names. This plan, again spoken of later on, makes

it unnecessary to put labels on the backs of volumes of fiction; but adds slightly to the work of making them ready for use, in that it calls for writing on book-pocket and book-card, name of author, title, and copy-number of each novel.

The mark on the back of a volume of biography will consist of a B, followed by the Cutter-number of the person written about, if all lives of individuals are given B, instead of the Dewey-number, as a class-mark.

The mark on the back of a book of "literature"—the kind of book that would usually go in the Dewey-group under 800—will consist of an L followed by the Cutter-number of the person who wrote the book, if all volumes of literature are

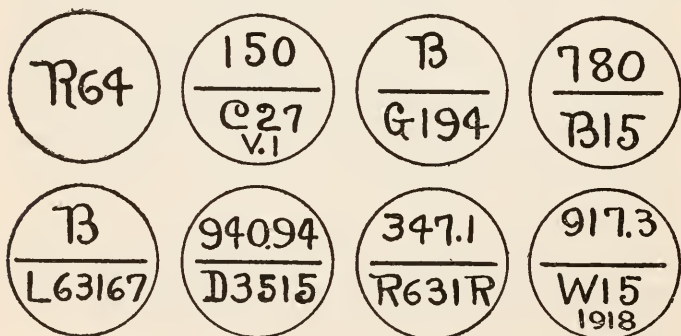


Fig. 42. Book labels. Reduced about a third. To facilitate the return of books to the shelves, and to identify books readily by their shelf-numbers, a gummed round Dennison label is pasted on the back of every book, 2¼" from the bottom. Each label is marked in indelible ink with the shelf-number of the book on which it is pasted. After the ink is dry the label is shellacked. It is thus kept clean and held more firmly to the book. A round label has no corners to be turned up, and does not come off as easily as do square ones.

given L, instead of the Dewey-number, as a class-mark.

Theoretically, books in all classes may be shelved alphabetically by author without Cutter-marks. In practice, the mark is useful. Books are more quickly shelved, more easily found (especially in cases where a given book might equally well be shelved by editor or author or title), and more quickly referred to in writing and records when they bear on their backs labels like those in Fig. 42.

Chapter XVIII

The Shelf-List

MANY books can be very properly put in any one of several different classes. In which one a given book should be placed will often be decided by noting where other like books have been placed. Books by authors of the same name will often fall into the same class, and to each of these a different author-number must be given. You must have at hand, then, a list of the books already classified, to see at once, in classifying the next book, what kinds of books and books by what authors are in each class. Every book in the library, as soon as it has been classified, and has received its proper author-number, should be entered in a list in the order, first, of its class-number, next, of its author-number. This list is called the shelf-list. It is often kept on sheets, but it is best

kept on cards; a card for each different book. See Fig. 29. It is a catalog of all the books in the library arranged in the order in which they stand on the shelves. It is a subject-index of the library. It is indispensable in the work of properly placing, class-numbering, and author-numbering new books. It is a list from which it is very easy to check over the library and learn what books are missing or out of place. It includes usually only the class- and author-number, author's name, brief title, and accession number. This last enables one to refer at once from the brief entry of a certain book in the shelf-list to the full information in the accession book. As soon as a book has received its class- and author-numbers, which together are sometimes called the "call-number," these numbers, or combinations of numbers and letters, should be written in the accession book in a column left for the purpose, on the line given up to the description of the book in hand. This enables one to refer at once from the accession entry of a given book to the shelf-list entry of the same book.

If no accession book is used, follow this plan, now growing in favor as a time-saver: —

Add copy-number, date of publication, dealer's name or initial, and price to the shelf-list entry.

The following entries, each to be considered as made on a separate card, form a little shelf-list used without accession book, and make plain the method suggested. They also show ways of recording worn-out books, books lost and paid for, or not paid for, and books missing at inventory-taking.

-
- | | |
|-------------------------|-------------------------|
| 028 Macpherson, H. C. | R Flying Book |
| M24 Books to read and | 533.6 |
| how to read them | F67 |
| .88GES 1257 (1904) | .80B 5421, 1914 |
| | 2.25Polk 8555, 1918 |
| <hr/> | |
| R | |
| 051 Atlantic monthly | 616 Cabot, R. C. |
| At6 | C11 Layman's handbook |
| 6501 V. 121 (1918) | of medicine |
| Sub. 6991 V. 122 (1918) | 1.50B 5688 (1916) |
| 7520 V. 123 (1919) | 5784-5 C2-3 |
| <hr/> | |
| 172 Allen, W. H. | 627 MacElwee, R. S. |
| Al5 Universal training | M15 Ports and terminal |
| for citizenship | facilities |
| 1.13B 7341 (1917) | 2.70V 8851 (1918) |
| <hr/> | |
| 172 Bailey, L. H. | R |
| B15 Universal service | 655.1 Gaine, Hugh |
| .94B 8821 (1918) | G12 Journals |
| | 2v8.00S 7471-2 V. 1-2 |
| | (1902) |
| <hr/> | |
| 330 Seager, H. R. | 811.1 Untermeyer, Louis |
| Se12 Introduction to | Un8 New era in Ameri- |
| economics | can poetry |
| 1.80S 2751 (n.d.) | 1.69B 405751 (1919) |
| <hr/> | |
| 330 Seager, H. R. | 880.9 Cooper, Lane, ed. |
| Se121 Principles of | C78 Greek genius and |
| economics | its influence |
| 1.97B 3256 (1913) | 2.80B 8000 (1917) |
| <hr/> | |
| 360 Routzahn, E. G. | 914.42 Scudamore, Cyril |
| R76 A B C of exhibit | Scu2 Normandy |
| planning | 1.23Brent 2051 (1906) |
| 1.31Pub 7879 (1918) | |
| 7882 C2R | |
| <hr/> | |
| 510 Dudeney, H. E. | B Morse, J. T. |
| D86 Amusements in | Ad18 John Adams |
| mathematics | Gift 1107 (1888) |
| .88GES 6930 (1917) | |

B	Willard, Samuel	Hawthorne, Nathaniel
Ad181	John Adams; a character sketch	H31811 Marble faun 1.00eaPub 3500-1 V. 1-2 (1889)
Gift	<u>1535</u> (n.d.) lost not paid	5423-4 C2 V. 1-2
B	Lang, Andrew	Phillpotts, Eden
D243	Maid of France	P547 Faith Tresilion
1.68JW	<u>5411</u> (1909) w.o. <u>5595</u> C2	1.00JW 5004 (1914) <u>5021</u> C2 lost and paid
	Hawthorne, Nathaniel	<u>5151</u> C3 missing
H318	Scarlet letter	
1.00Pub	1021 (1889)	Phillpotts, Eden
	Hawthorne, Nathaniel	P5471 Three brothers
H3181	House of the seven gables	1.00B 2229 (1909)
Gift	1022 (1879)	Phillpotts, Eden
1.00B	5384 C2 (1888)	P54711 Old Delabole
		1.00JW 5490 (1915)

Refer to these entries by call-number and note how the different points are expressed on the shelf-cards.

The four numbers underscored in the above, referring to books lost or discarded, would in practice have lines drawn through instead of under them as here.

028 M24. Shelf-card tells us that its author is H. C. Macpherson; its title, "Books to read and how to read them"; that it is the 1257th book added to the library (accession number); that its date of publication is 1904; and that the library bought it for 88 cents from a dealer whose initials are G. E. S.

R051 At6. Shelf-card shows that library has three volumes of the Atlantic Monthly, Vols. 121,

122, and 123, with respective accession numbers 6501, 6991, and 7520, and respective dates of publication 1918, 1918, and 1919, and that they were obtained by subscription. The R before the class-number shows that all the volumes are reference.

330 Se12. Shows that no date (n.d.) of publication is given in the book.

360 R76. Shows that library has two copies of Routzahn's A B C of exhibit planning, bought of the publisher at \$1.31 each, and that Copy 2 only is kept for reference.

616 C11. Shows that library has three copies of this book with accession numbers 5688, 5784 (C2), and 5785 (C3).

R655.1 G12. Shows this is a two-volume book, V.1 with accession number 7471, and V.2 with accession number 7472, and that the set was bought from "S" for \$8.00.

R533.6 F67. Shows that this is a "continuation," or book of which new issues are published at certain intervals, that the library has the issues for 1914 and 1918, bought of different dealers at different prices. These books are not duplicates, although bearing the same name. Consequently no copy-number is added for the second. Instead, the year is added under the call-number in marking the book thus: 533.6 F67R

1918.

B Ad181. Shows book was obtained by gift and was lost and not paid for.

B D243. Shows that first copy was worn out and discarded from library.

H3181. Shows that Copy 2 differs in date of

publication from Copy 1, and that it was bought for \$1.00 from "B" while Copy 1 was a gift.

H31811. Shows a two-volume book and that each volume cost \$1.00. The library has two copies. C2, V.1 has accession number 5423. C2, V.2 has accession number 5424.

P547. Shows a copy cancelled as lost and paid for, and another cancelled as missing at inventory-taking.

Chapter XIX

Preparing Books for the Shelves

ALL books should be marked with the name of the library. This is cheaply done with a rubber stamp and a violet or red ink pad. An embossing stamp makes a good and indelible mark. The type used should be of moderate size and plain. A perforating stamp marks a book neatly and permanently. It cuts small holes so arranged as to make letters. Dealers in rubber stamps, and embossing and perforating machines are named in the Supplement. Mark books freely, to assure their being recognized as the library's property wherever seen.

For a small library, a rubber stamp gives all the mark that is needed. It should be so used that it gives a clear and clean impression. See to it that the pad is kept clean and that it is not so wet with ink that the impression made by the stamp either smears or offsets on the opposite page.

Select certain pages on which the impress of the stamp shall always appear. Many use the title-page, fifty-first or one hundred and first, and last page.

On the back of the book write the call-number. For this purpose use a label. These can be had in several shapes and sizes. Round ones are best, and a good size is what the Dennison Company call A87. Use those that come with gum on them. It is well to put all labels at the same height from the bottom of the back, so far as this can be done without covering essential parts of the lettering. Four inches is a good height for the lower edge of all labels. At this height they are not often rubbed and soiled when books are held by readers.

Moisten with a cloth dipped in a bowl of ammonia one part and water two parts, the spot where a label is to be placed, and in a few moments wipe the spot with a dry cloth. This will remove grease or varnish at that spot. Do this with care, not disfiguring the book.

Then moisten the label in a sponge cup, apply it, lay a bit of paper over it and rub it hard. If, when thus treated, it does not stick add a little paste to the gum already on the label before applying it.

After you have written the needed numbers on the label, which should be thoroughly dry before it is written on, using a black waterproof ink and letting it dry thoroughly, varnish the label with a thin shellac. For this shellac get a small bottle of white shellac and another of alcohol, and mix these in a small dish as needed, keeping the mix-

ture quite thin. When applying this let the brush carry a little of it over onto the back of the book around the label. Labels put on this way will keep clean, remain legible, and rarely come off.

Many libraries use white ink for lettering the backs of all books on which the ink shows plainly. It has been quite well demonstrated, by practice in some libraries, that a book can be satisfactorily marked by painting a strip on its back with black paint, letting it dry, then painting on the black the book's number in white, and then covering all with shellac. The paint, the white ink, and the shellac can be obtained from dealers listed in the Supplement.

If a charging system using a pocket is adopted, no book-plate is needed; that is, if the pocket is pasted on the inside of the front cover and has the name of the library on it.

When books are classified the call-number is written in ink on a certain page, the same page in all books. A good place is the first right-hand page after the title-page, near the inner margin or at the top.

This call-number should be written with ink on the pocket, or above it, and on the book slip which is kept in the pocket, as described later.

If a book-plate is adopted, let it be small and simple. Have a special plate for gifts, with space on it for writing the name of the giver.

Books wear better if they are carefully opened in a number of places before they are placed on the shelves. This makes the backs flexible and less likely to break with rough handling.

In cutting leaves — to repeat a warning already given — be sure that the paper-knife does its work to the very back of the top folds, that it is never sharp enough to cut down into the leaves, and that it is held nearly parallel to the fold to be cut.

Here is a list of things to be done before books are ready for use. Many details are mentioned which are not necessary in a very small library. But the librarian should note that by carrying out all this work, even with a mere handful of books each year, he gains a much-needed knowledge of library work that he may find it difficult to get in any other way.

1. Book notices are read and the library's needs and funds considered.

2. Order cards are made out, arranged alphabetically, and compared with the catalog to see if the books listed on them are already in the library.

3. Order list is made out from these cards and sent to dealer.

4. Books arrive and are checked by the bill, and brief notes of date of purchase, initials of dealer, and price are written in each on left margin of second page after title-page or in any other place desired.

5. Bill is checked for items and prices by order cards.

6. Gifts are acknowledged when this seems advisable, entered in gift book or on cards, and marked with small gift-book plates pasted inside the front cover.

7. Books are looked over or collated (if that

seems advisable), especially the expensive ones, to see if complete and sound.

8. Books are entered in the accession book if one is used, or are treated as directed in the other method of recording.

9. Books are opened to loosen binding, and pages cut, if necessary.

10. Books are stamped with library stamp.

11. Book-plates are pasted inside front cover if book-plates are used.

12. Pockets are pasted on the inside of front cover or wherever the system adopted places them.

13. Labels are put on backs.

14. Books are classified, author-numbered, and call-numbered.

15. Books are entered on shelf-list.

16. Catalog cards are written — author, title, and subject.

17. Lists of books are made out for posting up and for newspapers.

18. Call-numbers are written on book slips, pockets, and labels.

19. Labels are varnished.

20. Call-number of each book is entered in the proper place on the line which that book occupies in accession book, if accession book is used.

21. Books are placed on library shelves for public use.

22. Catalog cards, author, title, and subject, are arranged alphabetically in one series and distributed in catalog.

Chapter XX

Pamphlets: Information File

IN recent years the amount of printed matter that appears in the form of pamphlets has very greatly increased. It has increased more rapidly than has book production or population. It has increased in importance; that is, in its actual value to a working and thinking world, even more rapidly than it has in quantity. This growth in quantity and value of pamphlet literature should affect the attitude toward that literature of even the smallest library. In making suggestions on the management of pamphlets these facts concerning them are assumed.

The small library should keep, not all pamphlets that come to it, but only those that are of immediate use, or that promise to be of use within a few years.

This statement does not apply to pamphlets that have to do with local history; for all these may be kept, at least for a time, unless they are gathered by a local history society.

Many pamphlets are useful for a few months after they appear and then are out-of-date or are superseded by others or by books. Such pamphlets should be made accessible during their short life of usefulness and then be disposed of.

A library that gets by purchase or gift, say, a hundred good books in a year will acquire in these days, if the librarian is active, at least a thousand pamphlets in the same period; and may find that at least five hundred of these will, if made avail-

able, definitely add to the usefulness of his library to its community.

The library can afford to prepare its new books in the approved library manner, even though this work takes, as it will, at least a hundred hours of time.

It cannot afford to treat five hundred pamphlets in the same manner, especially if this treatment calls for binding of all of them at a cost for each of from fifteen to fifty cents. Moreover, if half of the five hundred go out-of-date in a year, then the cost of getting rid of them, which is not small, must also be considered.

Pamphlets kept are quite as useless to a community as are those that are thrown away unless they can be found when wanted.

To "find when wanted" means, for most pamphlets, "found when something on the subjects they severally treat of is wanted." That is to say, a pamphlet is usually sought for by an inquirer at a small library for the sake of what it says, and not because it was written by a certain person.

From all this it seems to follow that the small library should get all the pamphlets it can.

Remember that most periodicals are collections of pamphlets bound together under a certain date; and that a collection of useful pamphlets can be greatly enlarged by adding to it articles taken from magazines or clipped from papers.

The small library should carefully examine the pamphlets it gets and throw out those that do not promise ever to be of use.

Those that have to do with his own community

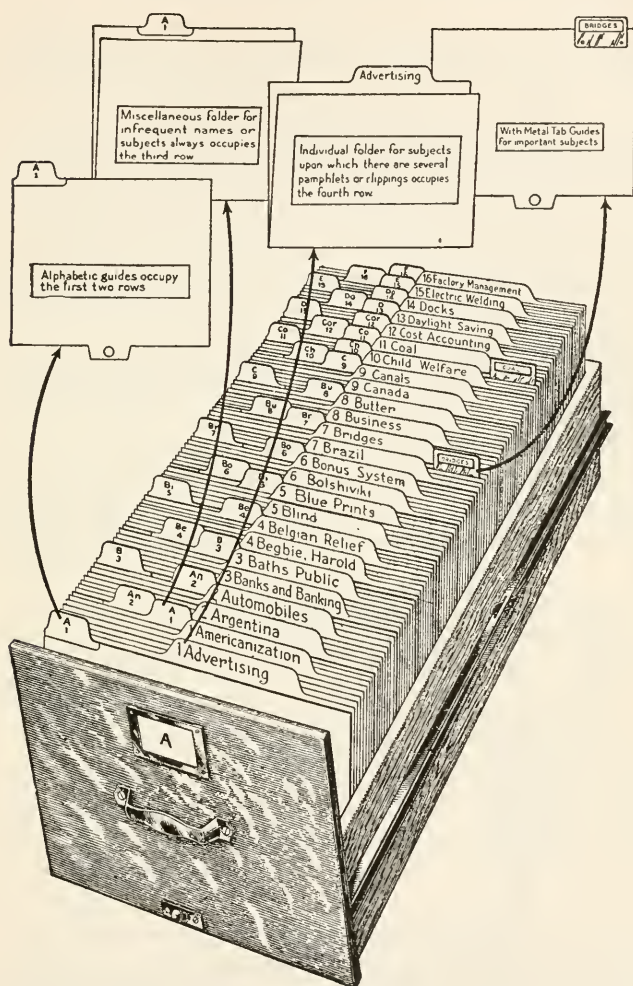


Fig. 43. Vertical file drawer, with suggestions for guides on the folders.

— and this means those that were written by residents, those that were printed in the town, those that report officially the town's own activities or the work of any organization within it, and those that cover the town's history in the widest meaning of the word "history"—he will, as already noted, pass over to the local historical society, if such exists, or will put carefully away, saving for every-day use only such as he thinks may answer current inquiries.

The rest, including those noted in the last phrase, he can put into a vertical file, alphabetically by the subjects they cover.

The vertical file in its best form is shown and described in Fig. 13. In this form it is quite expensive. Some, made of steel, are less expensive, as are also certain inferior ones made of wood.

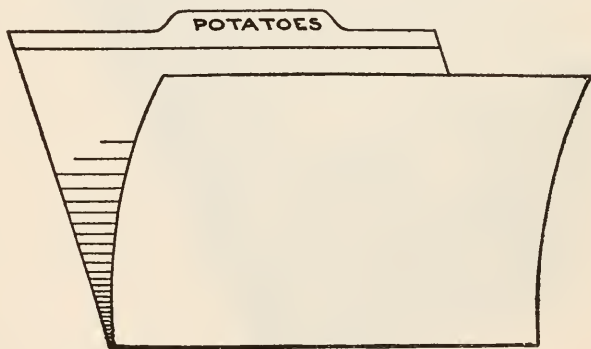


Fig. 44. A folder as used in a vertical file. The dimensions are $11\frac{3}{4}$ " x $9\frac{1}{2}$ ". Should be made of good quality paper. The protruding edge, for receiving typed, printed, or written labels, can be at any one of several positions. This form of label is not essential, but adds to ease of finding topics in the file.

One drawer of a vertical file is shown in Fig. 43.

To use this file, write on a pamphlet the name of the subject it covers, choosing for a name that one under which the information it contains is most likely to be asked for. If that name is found on the pamphlet's cover, simply underscore it. On the upper edge of a folder, see Fig. 44, write the same word or words; into this folder drop the pamphlet and put this folder in its alphabetic order with the others in the box.

These folders come in standard sizes and are fully described under cuts of vertical file drawers and of folders themselves. If possible, get Vertical file cases of the first quality and folders that will wear. Both will get more use, even in a small library, than is commonly supposed will be the case when the file is begun, and good material for a basis will save time in the long run.

In this same file put newspaper clippings, letters, notes, lists of books, lists of references to books and journals, pictures, maps, all marked with the names of the subjects they refer to.

The file grows rapidly and soon becomes an "Information File," in that it contains a large amount of information not to be found readily, if at all, in the library's books, yet of the kind that is frequently asked for by those who use the library.

Current events, especially those that in any way touch the people of the community, are here noted, as are all kinds of local organizations, and all obtainable notes on local industries. If the library is in an agricultural community, it will be easy

for it to secure, at no cost save that of asking, pamphlet literature of high value on every aspect of farm and rural life.

A LIST OF PAMPHLET BOOKS

Here are twenty-five from the hundreds of pamphlets received in the course of a few days by the Newark library.

Except when price is noted they came as gifts from publishers. The list is given here to make clearer the statement that pamphlets are now of very great value, and can, properly used, make even the very small library rich in its resources at very little cost.

Gary Public Schools. Complete survey of Gary Schools in six pamphlets, with these titles: General Account; Organization and Administration; Costs; Industrial Work; Household Arts; Physical Training and Play; Science Teaching; Measurement of Classroom Products. General Education Board, N. Y. 1918. Gift to library. Price, 10-30c. a pamphlet.

American Company Shops Committee Plans; a digest of 20 plans for employers' representation through joint committees introduced by American companies: Bureau of Industrial Research, N. Y. 1919.

Bedside and Wheel Chair Occupations, by H. J. Hall, M.D. Illus. Red Cross Institute for Crippled and Disabled Men. One of the many publications of this institute on rehabilitation in this and other countries.

An important collection of Japanese Color Prints, to be sold by auction, June, 1919. The Walpole Galleries, N. Y. (Illustrated Catalog.)

The President as I Know Him, by Norman Hapgood, reprinted from Leslie's Weekly of June 22, 1918. William Edwin Rudge, N. Y.

Women in Industry. Alexander Hamilton Institute. N. Y. 1918.

Motor Highways of New Jersey, issued by the Newark Sunday Call, Newark, N. J., 1919, for free distribution.

The Industrial Education Survey of the City of New York. Illus. Board of Estimate and Apportionment. N. Y. 5 parts. 1918.

The Social Work of the Courts. National Probation Association. Albany, N. Y. 1919.

U. S. Steel Corporation. Bul. No. 7. Dec. 1918. Published by Bureau of Safety, Sanitation and Welfare, 71 Broadway, N. Y. Fully illustrated and indexed account of all branches of works welfare.

Government Ownership and Operation of Public Utilities. Report of special Committee of Merchants Association of New York. 1919.

Economic Strength of the Czechoslovak Lands, by V. Benes and Dr. J. F. Smetanka. 2 ed. Bohemian National Alliance. 1919.

Industrial Housing Developments in America: A Development of Group Houses, Sawyer Park, Williamsport, Pa., by Lawrence Veiller. Illus. Dia-

grams. National Housing Association. 105 East 22d Street, N. Y. 10c.

Rockefeller Foundation Review for 1918. Public Health in Many Lands, etc., by George E. Vincent. Illus. Rockefeller Foundation, N. Y. 1919.

A Comprehensive Immigration Policy and Program (Rev. ed.), by Sidney L. Gulick.

Books on Health as Related to the School Child. N. Y. State Library Bibliography Bulletin 64. University of the State of New York. Albany. 1919.

Problems of Industrial Readjustment in the U. S. Research Report No. 15, Feb. 1919. National Industrial Conference Board. 15 Beacon Street, Boston. 1919.

Arithmetic: Boston Public Schools. School Document No. 3, 1919. City of Boston, Printing Dept. 1919.

Money-Lenders, License Laws, and the business of making small loans on unsecured notes, etc. A handbook by Clarence Hodson. Legal Reform Bureau to eliminate the loan-shark evil. 26 Cortlandt Street, N. Y. 1919.

Treaty of Peace signed at Brest-Litovsk, between the Central Powers and the Ukrainian People's Republic. His Majesty's Stationery office. London. 5c.

Rural Education, by H. W. Foght. U. S. Bureau of Education Bulletin. 1919. No. 7.

The City Home Garden, by W. R. Beattie. U. S.

Department of Agriculture. Farmer's Bulletin No. 1044. 1919.

Furniture Markets of Chile, Peru, Bolivia and Ecuador, by H. E. Everley. U. S. Bureau of Foreign and Domestic Commerce. Special Agents Series No. 176. Illus. Wash. Superintendent of Documents. 1919. 25c.

Bee Keeping. Opportunity Monograph, Vocational Rehabilitation Series No. 37. Federal Board for Vocational Education. Washington. 1919.

Wind Cave, National Park. Dept. of the Interior. National Park Service. 1919.

INFORMATION FILE: SUBJECT HEADINGS

Here is a list of a few of the subjects under which are arranged pamphlets and clippings on Newark, in the information file of the Newark library.

Newark	Newark, Baths, Public
Newark (cruiser)	Newark Bay see Newark Harbor
Newark, Academy	Newark Billboards see Newark, Signs
Newark, Almshouse	Newark, Biography
Newark Amusement see Newark, Recreation	See also Boyden, Seth;
Newark, Architecture	Newark, Authors;
See Newark, Buildings;	Newark, Inventors;
Newark, Churches	Newark, Lawyers;
Newark, Art	Newark, Ministers;
Newark Assessment	Newark, Physicians;
See also Newark, Taxation	Newark, Teachers;
Newark, Athletics	Treat, Robert
Newark, Authors	Newark, Board of trade
See also Newark, Biography	Newark, Board of works
Newark, Automobiles	See also Newark, Streets;
Newark, Banks and banking	Newark Water-supply
	Newark, Boy scouts

Newark, Boys	ecture; Newark, Public buildings
See also Newark, Boy scouts	Newark, Business conditions
Newark, Bridges	Newark, Camp Frelinghuysen
Newark Budget	Newark, Census
See also Newark, Finance; Newark, Taxation	Newark, Charities
Newark, Building	See also Newark, City camp; Newark, Hospitals; Newark, Social work
Newark, Building and loan associations	Newark, Charter
Newark, Building code	
Newark, Buildings	
See also Newark, Archi-	

Pamphlets which are more than a half-inch thick will, if put in the information file, soon fill it. More boxes can be added. But these thick pamphlets seem to demand a different treatment. If so thick that they stand upright readily, put on their backs the same labels as those used on books, and on these put the class- and author-marks that you would give them if they were bound volumes and added in the usual way, and stand them on the shelves as their numbers indicate without putting them through the whole catalog routine.

In some cases these thick pamphlets, though unbound, can wisely be treated as if they were books, though in large libraries this is not often found advisable.

I have devised and am now using a color-and-position method of marking and arranging pamphlets which permits their standing in close ranks on shelves. To describe this method here would take too much space. But a very simple modification of it can be used in the smallest library to mark and arrange thick pamphlets up to the number of at least a thousand, in such a way as to

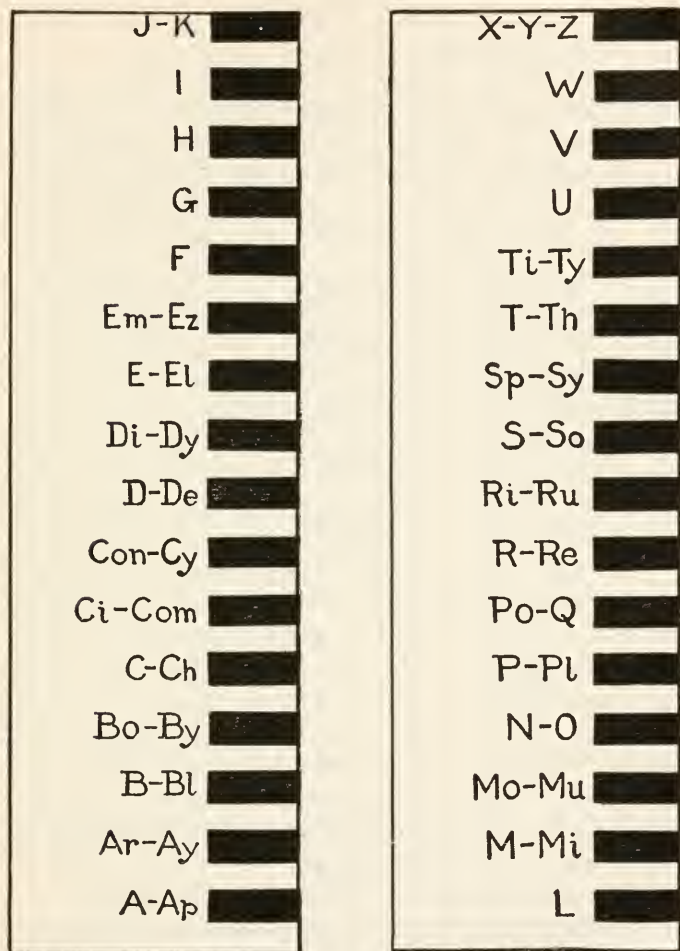


Fig. 45. Color-band filing guide: fully described in text. Reduced. Original is one card 5" x 8" with these markings on its two longer sides.

make it quite easy to find them under the subjects of which they treat.

On the longer edges of two stout cards, 5" x 8", make plain pencil marks every half-inch. From a stationer's get strips, gummed, of red and black paper, quarter-inch wide. Noted in Supplement. On one card paste the red strips and on the other the black strips, by the pencil marks. Opposite these strips, 32 in all, write letters, Fig. 45, so arranged as to divide in alphabetic order all possible words into 32 divisions. On the thick pamphlets above spoken of, and on thin ones also, if that proves advisable, at the heights from the bottoms of their backs indicated by these strips on the cards which tally with the first letters of the subjects you have given them, paste a red or a black strip as the colors on the card used indicate.

Arrange the pamphlets thus marked in the ascending order, first of the red and next of the black marks, and they will be found to stand in groups by the subject-words you have given them and in the alphabetic order of the groups. If your inquirer wants information on Potato Blight, look on the cards and note that all Po subjects have a black band at a certain height. Take down the pamphlets so marked and see if you have among them any on Potato Blight.

This method can be expanded indefinitely.

Pamphlet cases need no explanation. They can be used for all pamphlets. They keep out dust very well. If not put where the public handles them they serve well to hold pamphlets, notes, lists, letters, pictures, etc., and easily carry legends on their backs.

pocket place a book-card. On this book-card, at the top, write the call-number of the book in the pocket of which it is placed. If the book is a novel, the call-number consists of the author and title.

To every borrower the library issues a borrower's card, Fig. 46. This card contains the borrower's name and address, and his number in the series of borrowers' numbers.

The librarian, before delivering a book to a borrower, takes from the pocket the book-card, writes on it the number found at the top of the borrower's card, and after it, with a dater, Fig. 47, stamps the day on which the book is to be returned. At

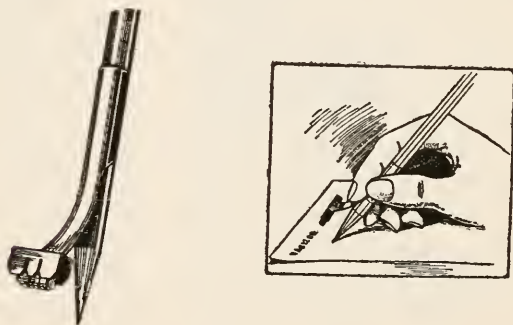


Fig. 47. Pencil dater. So called because the metal holder, in addition to holding the day of month, the month and year, also holds the pencil used in writing the borrower's card-number, whenever used, after the date of issue is stamped on book-pocket, book-card and borrower's card with the dater. Obviates the need of changing position in writing card-numbers after the date of issue is stamped and eliminates picking up a pencil to write the number. The dates are formed by rubber type which are slipped daily into the metal holder as indicated. Very widely used and a most convenient tool.

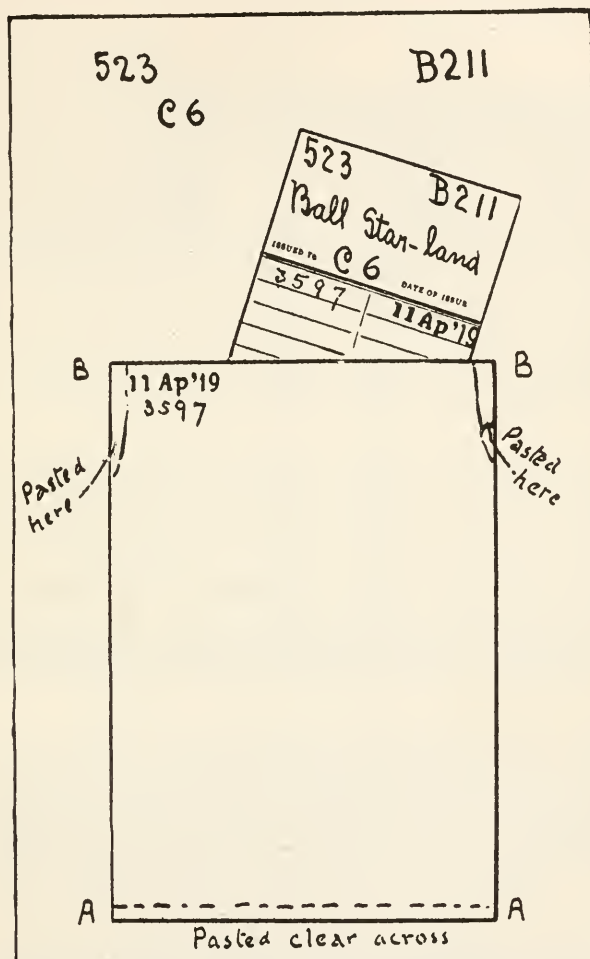


Fig. 48. Last page of a book with book-pocket and book-card. Reduced.

On the last (blank) page of every book, a quarter inch from the top, is to be found the class-number, which shows in what department of knowledge the book is

classified; below this the copy-number, which shows the number of copies in the library, and distinguishes one copy of the same book from another, and at the right, the author-number.

The book-card bears a duplicate of the numbers on the last page of the book, and, for convenience in tracing overdue books, the name of the book itself is added to the numbers.

What is called the book-pocket is a piece of thin, tough manila paper, $3\frac{1}{4}" \times 4\frac{3}{4}"$, pasted down at the two upper corners, and entirely across the bottom. It holds the book-card. The date of issue, or that of return, is plainly stamped on the book-pocket and book-card. When many books are asked for and taken on one card, the number of those thus taken is written under the date on the pocket.

Newark often uses a pocket made twice the length of the usual type, so folded over that the ends are not quite even, as indicated by the two lines at A-A. When the outer part is filled this pocket is cut with a paper knife through the fold at B-B and pulled off, leaving the second fold or a clean pocket.

the same time he stamps the same date on the borrower's card and on the pocket in the book, Fig. 48.

The borrower's card he places in the book-pocket, the book-card he retains as a record of the loan, and the borrower takes the book away.

The book-card, with all others representing the books issued on the same day, he places in a tray behind a card bearing the date of the day of issue.

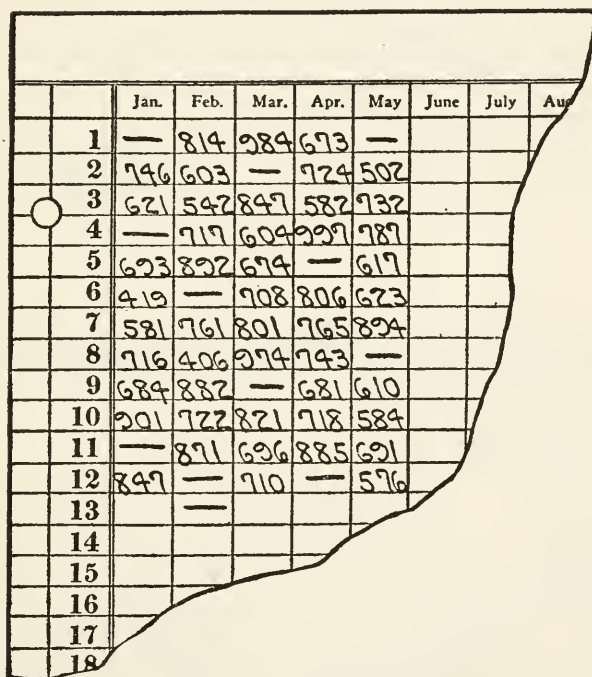
All the book-cards representing books issued on a certain day he arranges in the order of their call-numbers.

Under this system the borrower can tell, by looking at his card, on what date the book he has should be returned to the library.

The librarian can tell, from the book-cards, what books are out in use, and how many of each class were lent on a certain day. He enters the number of books lent each day on a sheet, Fig. 49.

See also Fig. 50, pages 152-153, a sheet for daily circulation statistics.

The borrower's number, written on the book-card of any given book in circulation, will give, through the register of borrowers, described later, the name and address of the person having that book. Overdue books are automatically indicated, their cards remaining in the tray, behind the card



	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
1	—	814	284	673	—			
2	796	603	—	724	502			
3	621	542	847	582	732			
4	—	717	604	227	787			
5	623	822	674	—	617			
6	412	—	708	806	623			
7	581	761	801	765	824			
8	716	406	274	743	—			
9	684	882	—	681	610			
10	201	722	821	718	584			
11	—	871	626	885	621			
12	847	—	710	—	576			
13	—	—						
14								
15								
16								
17								
18								

Fig. 49. Daily record of books lent. Reduced. Original, full sheet, is 8" x 9 $\frac{3}{4}$ ". The dashes stand for holidays and Sundays. This one sheet holds the record of books lent each day for a full year.

indicating the date on which they should have been returned, after the date for their return has passed.

When a borrower returns a book the librarian can learn, from the date on the pocket, whether or no a fine should be paid on it; if not, he can immediately take out the borrower's card from the book-pocket, stamp the date of its return at the right of the date on which it was due to be returned, thus cancelling the charge against the borrower, and lay the book aside and look up its book-card later.

Double and special borrower's cards are not needed under this system. It fits easily a "two-book" or a "ten-book" or an "any number of

No. _____	
DATE _____	
<i>Do not write above this line</i>	
<i>I hereby express my intention to use my Public Library and promise to obey all its rules, to take good care of all books I draw, to pay promptly all fines or damages charged to me, and to give prompt notice of change of address</i>	
<i>Sign full name</i> _____	
<i>Occupation</i> _____	
<i>Address</i> _____	
<i>Reference</i> _____	
<i>Address</i> _____	
<i>Parent if applicant is under 14 years</i> _____	<i>Age if under 14</i> _____

Fig. 51. Application card. Original is 7.5 x 12.5 cm. A simple form yet ample for any library. The librarian should fill it out after applicant has signed. All the cards thus filled out, when arranged in the alphabetic order of the signers' names, form a "register of borrowers." This card is often called a "registration card."

books" system. That is, it works equally well where borrowers are permitted to take only one book and where they are permitted to take a large number.

Slip or card for registering borrowers, Fig. 51, the postal notice that book is overdue, Fig. 52, the

THE FREE PUBLIC LIBRARY OF NEWARK, NEW JERSEY	
	Aug 14 1919
We would remind you that the book	786 H 14
taken on your card	July 7 1919 has not yet been returned to the Library.
Yours truly, J. C. Dana, Librarian	
Card No. 4526	Per T. J. S.

Fig. 52. Fine postal. Sent to borrowers whose books become overdue, at the expiration of a given time.

lost card agreement, Fig. 53. These figures are all explained by their legends. Some of them are not needed in a small library.

In most places, certainly in all small towns, a sufficient safeguard against the loss of books is found in the signature of the borrower. The signature of a second person, or "guarantor," is not needed. To ask for a guarantor for a reputable resident is simply to discommode two people instead of one. The application which the borrower signs should be brief and plain. Name, residence,

Free Public Library of Newark, New Jersey

I give notice that I have lost my card and hereby apply for a duplicate card. I agree to be responsible for all books taken on my old card until they are returned to the library.

Name *John Smith*

Address *1108 Broad St.*

Card No. *16028*

Report date **23AP'19**

Fig. 53. Lost card agreement. Reduced. Original, 3" x 5". A person who loses his card is asked to read and sign this blank, agreeing to be responsible for books taken on the card until they are returned to the library. After twenty days a duplicate card is made out for him.

place of business, and any necessary references, should be written in by the librarian; the signature to an agreement to obey the library rules should be written by the applicant. If a guarantor is needed, his signature should be written on the reverse of the agreement. All borrowers' agreements should be filed in alphabetic order.

They should receive borrowers' numbers in the order of their issue, and the date.

The borrowers' cards should state that they expire in a definite number of years from the date of issue, and the date of issue should be stamped on them. An index of borrowers' agreements should be kept by their numbers. This need contain only the borrower's number, his name, and

his address. It is best kept in a book. Books are made for this purpose with lines already numbered. See Supplement.

Some libraries now lend all books, except the latest novels, for one month without renewal, and find the method gives great satisfaction.

Chapter XXII

Lists, Bulletins, Printed Catalog

GIVE the public free access to the card catalog. For the average reader, the person who wishes to get a recent book, the latest novel, etc., prepare lists of additions from month to month, post them up in some convenient place in the library or put them in a binder to be left on desk or table in the delivery room.

Print lists of additions, if possible, in local papers; also reference lists having to do with current events and matters of popular interest. Newspapers will sometimes furnish, for a small sum, extra copies of lists they have printed. A bulletin appearing once a month, or even oftener, containing information about the library, notes on recent additions, suggestions as to the use of books, lists on special subjects, and lists of books lately added may prove useful. Such a bulletin can sometimes be maintained without cost to the library by having it published by some one who will pay its cost by means of advertisements.

Perhaps the best way of bringing new books to

THIS IS THE LIBRARY'S "A" LIST.

In Every Home there should be Books

Here are 25 good ones. If you had them you and your family would like them

City Government in the U.S. Goodnow. \$1.25 Century.
 Socialism. Spargo. \$1.50 Macmillan.
 Every-day Business for Women. Wilbur. \$1.25 Houghton.
 Principles of Vegetable Gardening. Bailey. 1.50 Macmillan.
 The American Boy's Handy Book. Beard. \$2.00 Scribner.
 Students' History of the United States. Channing. \$1.40 Macmillan.
 The story of Panama. Gause. \$1.50 Silver.
 The Red Button. Irwin. \$1.30 Bobbs.
 The Three Musketeers. Dumas. 35c. Dutton.
 Treasure Island. Stevenson. 35c. Dutton.
 Canoeing. Munroe. \$1.25 Harper.
 Swiss Family Robinson. Wyss. \$1.50 Harper.
 The Adventures of Tom Sawyer. Clemens. \$1.75 Harper.
 Little Women. Alcott. \$1.50 Little.
 Arabian Nights. 35c. Dutton.
 Fairy Tales from Hans Christian Andersen. 35c. Dutton.
 The Care of the Body. Woodworth. \$1.50 Macmillan.
 Education by Plays and Games. Johnson. \$1.10 Ginn.
 Red Letter Poems. 50c. Crowell.
 The Backyard Farmer. Bolte. \$1.00 Forbes.
 The Social Unrest. Brooks. \$1.50 Macmillan.
 Boston Cooking-school Cook Book. Farmer. \$2.00 Little.
 Book of Mother Goose Rhymes. 30c. Heath.
 Lincoln. Whitlock. 50c. Small.
 The Promised Land. Antin. \$1.75 Houghton.

The Free Public Library
 Newark New Jersey

Fig. 54. A single-sheet list of books, widely distributed by the Newark Library, 1918. Reduced. Original, $5\frac{1}{2}$ " x $8\frac{1}{2}$ ". This and Fig. 55 are here printed to suggest the value to a small library of short lists, and the value of simplicity in making such lists. A local weekly newspaper will usually print lists as short as these, more especially if they are made up to fit local conditions and refer to topics of current interest. After they appear in the paper the librarian can usually have them reprinted in quantities at very small cost. Often it is well to add to the reprints the name of the paper in which they appeared, and the dates.

the attention of readers is to print many short lists of additions, as condensed as possible, and with no other matter, for free distribution in the library, Figs. 54-59.

In printing lists of books, make the classes cov-

THIS IS THE LIBRARY'S "B" LIST.

In every Home there should be Books.

Here are 25 more good ones.

Spanish Gold. Birmingham. 50c. Doran.
 Woman's part in Government. Allen. \$1.50. Dodd.
 Rudder Grange. Stockton. \$1.25. Scribner.
 Lincoln's own stories. Comp. by Gross. \$1.00. Harper.
 English Literature. Brooke. \$1.50. Macmillan.
 Inventors at work. Iles. \$2.50. Doubleday.
 Stories of useful inventions. Forman. \$1.00. Century.
 The Health-master. Adams. \$1.35. Houghton.
 Miracles of Science. Williams. \$2.00 Harper.
 The New Industrial Day; a Book for Men who Employ
 Men. Redfield. 1.25 Century.
 Jack Among the Indians. Grinnell. \$1.25 Stokes.
 Neighborhood Entertainments. Stern. 75c. Sturgis.
 Modern Magic. Hoffman. \$1.50 McKay.
 Captains of Adventure. Pocock. \$1.35 B bbs.
 Master of the Strong Hearts. Brooks. \$1.50 Dutton.
 Care of the Baby; a Manual for Mothers and Nurses.
 Griffith. \$1.50 Saunders.
 The Future Citizen. Myers. 1.20 Sherman.
 All the Children of all the People. Smith. \$1.50 Macmillan.
 Jane Eyre. Bronte. 35c. Dutton.
 Short History of the English People. Green. \$1.20
 American Book Co.
 The Oregon Trail. Parkman. \$1.00 Little.
 Kim. Kipling. \$1.50 Doubleday.
 Poems Every Child Should Know. Burt. 90c. Doubleday.
 The Witness for the Defence. Mason. 1.30 Scribner.
 The After House. Rinehart, \$1.25 Houghton.

The Free Public Library
 Newark New Jersey

Fig. 55. Another single-sheet book-list, issued and distributed soon after Fig. 54. Reduced. Original, 5 1/2" x 8 1/2".

Blotter No. 1

The Beneficence of Novels

Did you ever notice how kindly you feel toward the person who has read and enjoyed the novel you have read and enjoyed?

Perhaps if you read all the novels you would feel kindly toward everybody.

Try it.

Here are a few good ones:

Conqueror.	Atherton
Sea Captain.	Bailey
Clayhanger.	Bennett
Coniston.	Churchill
Woman in White.	Collins
Red Lane.	Day
Iron Woman.	Deland
Foreigner.	Gordon
Fortunate Youth.	Locke
Witness for the Defence.	Mason
Scarlet Pimpernel.	Orczy
Judgment House.	Parker
Penrod.	Tarkington
Duchess of Wrex.	Walpole

Free Public Library, Newark, N. J.
1915

Fig. 56. One of a series of 12 blotters. Reduced. Original, about 4" x 8". Blotting paper costs little more than ordinary print paper, and is useful to borrowers on their desks. The small library can have some of its

lists, as reprinted from its local weekly, put on blotting paper and feel quite sure they will be kept for a time and used and seen.

ered special, not general. Give lists suitable for as many different needs and occasions as possible. For instance, a teacher would find helpful such classified lists of books as, for beginners in third and fourth grades, for the intermediate pupils, for boys, for girls, numerous references to the current events of the day; historical readings divided into periods and adapted to different grades; historical fiction under several forms of classification; biographies suited to different ages; geographical aids, including travel, description, life, scenes, and customs in different countries; natural history and elementary science; the resources of the library available for the purpose of illustrating topics in history, art, and science; material for theme studies; and special lists for anniversary days now so generally observed in schools.

Lists in which the titles of the books come first are generally better liked by the general public than are author lists. People commonly know books by name, not by author.

Do not spend much money, at the library's beginning, for a printed catalog. With a good card catalog, newspaper lists, special lists, and the like, it is not a necessity. Few large libraries now publish complete catalogs.

The printed things used in and by a library ought to be of the best quality. Best quality does not mean expensive paper, or the use of color, or of unusual types, or of decoration and borders. It

Blotter No. 11

Shakespeare died 300 years ago:

What do we in Newark care?

Still, a good many of us like the words below; partly just because we like them and partly because we wish they could be truly said to-day:

"Farewell" the plumed troop and the big wars
That make ambition virtue! O, farewell!
Farewell the neighing steed and the shrill trump,
The spirit-stirring drum, the ear-piercing fife,
The royal banner, and all quality,
Pride, pomp and circumstance of glorious war!
And, O you mortal engines, whose rude throats
The immortal Jove's dread clamours counterfeit,
Farewell!"

Free Public Library, Newark, N. J.
1916

Fig. 57. Another of the series of 12 blotters. Not all of the 12 contained book-lists. This is little more than a reminder to the user that his library exists and is interested to increase the use of the good books it has,

MUCH TALKED OF BOOKS

If you wish to read a few of the books that the world has most talked about for many years, here they are, twenty-five out of the 664 in "Everyman's"
 You can buy the 25 volumes in bindings like these for \$8.75.

Tom Brown's school-days. Hughes
 Age of Fable. Bulfinch.
 Wonder book and Tanglewood Tales Hawthorne
 Tales of Mystery and Imagination Poe
 Talisman. Scott.
 Autocrat of the Breakfast Table Holmes
 History of Henry Esmond Thackeray
 Kidnapped Stevenson.
 Cousin Pons. Balzac.
 Fairy Tales from the Arabian Nights
 Toilers of the Sea. Hugo
 Tale of Two Cities Dickens.
 John Halifax, Gentleman Craik.
 Essays Emerson.
 Handy Andy Lover
 Mr Midshipman Easy Marryat
 Rab and His Friends. Brown.
 Twenty Thousand Leagues under the Sea Verne
 The Last of the Mohicans. Cooper
 Romola Cross.
 The Last Days of Pompeii. Bulwer Lytton
 Woman in White. Collins.
 Hereward the Wake. Kingsley
 Lectures and Lay Sermons. Huxley
 Robinson Crusoe Defoe.

The Free Public Library
 Newark New Jersey

Fig. 58. A single-sheet book-list. Reduced. Original, 5½" x 8½". Every small library must have the well-known books. It is found that in any given ten years the good old books are read more than are any of the "popular" books of the day. It is plain, then, that a library should have a good stock of them, even if it cannot supply — and it never can — all the calls for

the books that "everybody is reading." While everybody seems to be reading the new books, the good old ones are always in steady demand.

means best in the sense of best taste; and the best taste says that a book-card, for example, or a label to be pasted in a book, should say what it needs to say in the plainest and simplest way. If you buy blanks, notices, signs, and the like, of any of the more important makers of and dealers in library supplies mentioned in the Supplement, you will get, in almost all cases, very good, plain printing. These will suggest to you what all the printing that you may have done in your own town should be like.

The librarian of a small library should know something about printing. He should understand at least the elements of the technique of what is called job printing; and he should know a good deal about how a book is made. His whole life is spent in buying, and storing, and caring for, and getting people to use properly, things that are printed. It is plain that he should be well informed on how these things are produced.

In the Supplement are named a few good books on printing. If the librarian adds to a careful reading of some of these a few visits to local print shops, he will have the beginning of printing knowledge. This beginning can easily grow into something more, especially if the librarian studies printing as he daily sees it, and collects, as he has opportunity, samples of the printing he likes.

A typewriter should be part of the equipment of every library, even of the smallest. To this can

well be added, as the library grows, a mimeograph. With these two tools a library can do much good advertising by notes, slips, lists, and bulletins, and save on printing bills.

**WHAT DOES YOUR BOY READ?
WHAT DOES HE PLAY?**

**A LIST OF BOOKS AND GAMES THAT
BOYS ENJOY AND MOTHERS
SHOULD KNOW**

**FOR GRAMMAR SCHOOL GRADES
SERIES No. 1**

**PRINTED BY THE FREE PUBLIC LIBRARY
NEWARK, NEW JERSEY**

DECEMBER, 1918

Fig. 59. A four-page list. Reduced. Original, $4\frac{1}{2}$ " x 6". This was compiled and printed in answer to a request from the leader of Boys' Community Work and was widely distributed. To names of books can often be added other items of interest and value.

Chapter XXIII

Checking the Library

CHECK the library over occasionally. It need not be done every year. It is an expensive thing to do, and is not of great value when done; but now and then it must be gone through with. It is not necessary to close the library for this purpose. Take one department at a time and check it by the shelf-list. Make a careful list of all books missing. Check this list by the charging slips at the counter. For those still missing make a general but hasty search through the library. Go over each part of the library in this way. Then compile all lists of missing books into one list, arranged in the order of their call-numbers. Once or twice a week for several months go over the library with this list, looking for missing books.

Even with free access to the shelves by the public and with great freedom in lending books, not many will be found missing, under ordinary circumstances, at the end of the search. Such books as are still missing at the end of any given period, together with those that have been discarded as worn out, and those that have been lost by borrowers, should be so marked on the shelf-list as to make clear these facts, and should have an entry in the accession book, if one is used, stating what has become of them. If they are not replaced, it will be advisable to withdraw the cards representing them from the card catalog, or to write on the cards the facts of withdrawal and the cause.

Keep a record of all books withdrawn from the library for whatever reason.

The cards removed from the catalog and kept in a separate file form a list of books withdrawn.

Chapter XXIV

Schoolroom Libraries

“SCHOOLROOM library” is the term commonly applied to a small collection, usually about fifty volumes, of books placed on an open shelf in a schoolroom. In some communities these libraries have been purchased and owned by the board of education, or the school authorities, whoever they may be. If they are the property of the school board they commonly remain in the schoolroom in which they are placed. As the children in that room are changed each year, and as the collections selected for the different grades are usually different, the child as he passes through the rooms comes into close contact with a new collection each year.

There are some slight advantages in having the ownership and control of these libraries remain entirely in the hands of the school board and the superintendent. The library, however, is generally the place in the community in which is to be found the greatest amount of information about books in general, the purchasing of them, the proper handling of them in fitting them for the

shelves, cataloging, binding, etc., and the selection of those best adapted to young people. It is quite appropriate, therefore, that, as is in many cities the case, the public library should supply the schools with these schoolroom libraries from its own shelves, buying therefor special books and often many copies of the same book.

If schoolroom libraries do come from the public library, they can with very little difficulty be changed several times during the school year. With a little care on the part of the librarian and teachers, the collection of any given room can be by experience and observation better and better adapted to the children in that room as time goes on.

There are many ways of using the schoolroom library. The books forming it should stand on open shelves accessible to the pupils whenever the teacher gives permission. They may be lent to the children to take home. Thus used they often lead both children and parents to read more and better books than before, and to use the larger collections of the public library. They may be used for collateral reading in the schoolroom itself. Some of them may be read aloud by the teacher. They may serve as a reference library in connection with topics in history, geography, science, and other subjects.

Wherever introduced these libraries have been very successful.

Chapter XXV

Books as Useful Tools

THERE is still too much of superstition and reverence mingled with the thought of books and literature, and study and studentship in the popular mind. Books are tools, of which here and there one is useful for a certain purpose to a certain person. The farmer consults his farm paper on the mixing of pig-feed; the cook takes from the latest treatise the rules for a new salad; the chemist finds in his journal the last word on the detection of poisons; the man of affairs turns to the last market reports for guidance in his day's transactions; and all have used books, have studied "literature." The hammer and the poem, the hoe and the dictionary, the engine and the encyclopedia, the trowel and the treatise on philosophy — these are tools. One and all, they are expressions of the life of the race. But they are not, for that reason, to be revered. They are proper for man's service, not man for theirs. Approach books, then, as you would a sewing machine, a school, or a factory.

Literature, after all, is simply all that's printed. In print is found the sum of the experience and observation of the whole race. Out of this print it is the librarian's business to help his fellows to draw such facts and suggestions as may aid them in their work.

Chapter XXVI

Of Library Patrons

LIBRARY patrons may be roughly divided into classes thus: —

First, the adult student who, on rare occasions, calls to supplement the resources of his own collection of books with the resources of the public institution. This class is very small.

Second, the dilettante, or amateur, who is getting up an essay or a criticism for some club or society, and wishes to verify his impression as to the color of James Russell Lowell's hair, or the exact words Dickens once used to James T. Fields in speaking of a certain ought-to-be-forgotten poem of Browning's. This class is large, and its annual growth in this country is probably an encouraging sign of the times. It indicates interest.

Third, the serious-minded reader who alternately tackles Macaulay, Darwin, and Tom Jones with frequent and prolonged relapses, simply to rest his mind, into very minor novelists. This class is quite large, and though in too large degree victims of misplaced confidence in prolonged sets of "the World's Masterpieces of Literature," they make excellent progress and do much to keep up the reading habit.

Fourth, the "Oh, just-anything-good-you-know" reader. Her name is legion. She never knows what she has read. Yet the social student who failed to take into account the desultory, pastime reader, would miss a great factor in the spread of ideas.

Fifth, the person who does not read. He is commoner than most suppose. He is often young, more often boy than girl, oftener young man than young woman. He commits continually what has been aptly called the great crime against the library of staying away from it. He ought to be a library patron. How make him one? There are many methods, and all should be tried. The advertiser's plan is one of the best.

If a library has or is a good thing for the community let it so be said, early, late, and often, in large, plain type. So doing shall the library's books enter, before too old to be of use, into that state of utter worn-out-ness which is the only known book-heaven. Another way is to lead the indifferent first to become a library friend, and then transform him into a reader. A library is something to which he can give an old book, an old paper, an old magazine, with no loss to himself. Having given, the library is at once his field, a Timbuctoo for his missionary spirit, is in part his creation. Ever after he is its interested friend. He wants to know about it. He goes to see it. He uses it.

Chapter XXVII

Young People and the Schools

IF possible give the young people a room or a corner of their own, in which are their own particular books. This special privilege should not bar them from the general use of the library for proper purposes. Make no age limit in issuing

borrowers' cards. A child old enough to know the use of books is old enough to borrow them, and to begin that branch of its education which a library only can give. The fact that a child is a regular attendant at school is in itself almost sufficient guarantee for giving him a borrower's card. Certainly this fact, in addition to the signature of parent, guardian, teacher, or adult friend, even if the signer does not come to the library, will be guarantee enough.

Teachers should be asked to help in persuading children to make the acquaintance of the library, and then to make good use of it. To get this help from teachers is not easy. They are generally fully occupied with keeping their pupils up to the required scholarship mark. They have no time to look after outside matters.

Visits to teachers and children in their school-rooms by librarian or assistant will often be found helpful. Informal talks to the children about the library and some of its books will do much to arouse interest among children, — and teachers as well. Lists of books adapted to schoolroom use, both for the teacher and for pupils, are good, but are very little used when offered, unless followed up by personal work. Brief statements of what the library can do and would like to do in the way of helping on the educational work of the community will be read by the occasional teacher. Teachers can often be interested in a library through the interest in it of the children themselves.

The work of getting young people to come to the library and enjoy its books should go hand in hand

with the work of persuading teachers to interest children in the library. It is not enough to advertise the library's advantages in the papers, or to send to teachers a printed statement that they are invited and urged to use the institution; nor is it enough to visit them and say that the books in the library are at their service. These facts must be demonstrated by actual practice on every possible occasion. A teacher who goes to a library and finds its privileges much hedged about with rules and regulations will perhaps use it occasionally, certainly not often. Appropriate books should be put directly into teachers' hands; the educational work of this, that, and the other teacher should be noted, and their attention called to the new books which touch their particular fields.

Teachers' cards can be provided which will give to holders special privileges. It is a question, however, if this is advisable. Under the charging system already described any teacher can, like any other borrower, be permitted to take away as many books as she wishes, and a record of them can be easily and quickly made.

Take special pains to show children the use of the catalog, indexes, and indeed of all sorts of reference books, and they will soon become familiar with them and handle them properly. Gain the interest of teachers in this sort of work, and urge them to bring their classes and make a study of your reference books.

Chapter XXVIII

Children's Rooms

MANY libraries give up part of the lending room, or a special room, to the use of children. The plan that seems to give the greatest satisfaction is to place, in a room opening from the lending room, and perhaps forming in effect a part of it, the books in the library especially adapted to the use of young people up to about fourteen years of age. Such of these books as are not fiction are classified as closely as are the books in the main part of the library, and are arranged by their numbers on the shelves.

In this room children have free access to books. An attendant in charge gives special attention to their wants, and as far as possible gives guidance in the selection and instruction in the use of books. A collection of reference books adapted to young people is sometimes added to the books which are lent.

Even in the very small library a corner for young people will usually be found, as already suggested, an attractive and useful feature. It draws the young folks away from the main collection, where their presence sometimes proves an annoyance. It does not at all prevent the use, by the younger readers, of the books of the elders if they wish to use them, and it makes much easier some slight supervision at least of the former's reading.

Chapter XXIX

Library Schools and Training Classes

AS libraries have become more thoroughly organized, as they have become more aggressive in their methods, and as they have come to be looked upon by librarians and others as helpful in educational work, the proper management of them has naturally been found to require experience and technical knowledge as well as tact, a love of books, and janitorial zeal. It is seen that the best librarians are trained as well as born; — hence the library school. The library school, see list in the Supplement, does not confine itself to education in the technical details of library management. It aims first to arouse in its pupils the wish to make the library an institution which shall help its owners, the public, to become happier and wiser; and then it adds to this work what it can of knowledge of books, their use, their housing, and their helpful arrangement.

Perhaps the ideal preparation for a librarian to-day would be, after a thorough general education, two years in a good library school, preceded and followed by a year in a growing library of moderate size.

A few libraries have tried with much success the apprentice system of library training; taking in a class, or series of classes, for a few months or a year, and at the end of the period of apprenticeship selecting from the class additions to its regular corps.

Chapter XXX

Rules or Suggestions for the Public

FIRST consider if rules are needed; and, if they are needed, whether they should be addressed to the persons who use the library, its owners, or to those who manage it for the owners, that is, the librarian and his assistants. A careful study of these questions will almost surely lead to the conclusions that if any "rules" whatever are adopted by the library they should be addressed to those who manage it. Rules made for the guidance of the librarian and assistants should be made by the librarian and should of course conform to the terms under which he manages the library as those terms are set down by the trustees.

What the public, the persons who own the library, chiefly need is not rules, but information. The information may sometimes appear in the form of suggestions and a suggestion may on rare occasions become advice.

The people of your community, of course, go to shelves for their books. They own the library, and should be given every opportunity to use it. The fullest possible catalogs and the finest appointments in the library cannot take the place of direct contact between book owners and the books they own.

The stranger in the library should be made welcome. Encourage the timid, volunteer to give them directions and suggestions, and instruct them in the library's methods. Conversation having to do

with wants of borrowers should be encouraged rather than discouraged.

People like to handle and examine their books, and it is good for them to do it. They like the arrangements in the library to be simple; they object to red tape and rules. They like to have their institutions seem to assume — through, for example, the absence of signs — that they know how to conduct themselves courteously without being told. They do not like delays. They like to be encouraged to ask questions. They like to be consulted as to their wants, and as to changes and methods. They like to feel at home in their library. If a few vandals injure books or steal them, the community should know it. There are always vandals; but they are relatively few.

The wise librarian does not say to the inquiring patron, "the rules of the library do not permit you to do that"; but, "the rules of the library do not permit me to do it."

The community that supports a public library is the owner of the books that form that library. From this fact it follows that the chief business of the persons who manage the library is to make it easy for the community to use its books. The best use for most of the books in the library is use at home or in shop or office. Rules and the fixed routine they establish for lending books to those of their owners who want them, should be made and enforced solely with a view to making it easy for all who ask to get books and take them home. It is not quite true that all these rules are made to be broken; but it is quite true that all these rules

are made for a purpose,—to help to lend books readily. From this it follows that if, in certain cases, the rules stand in the way of ready lending, and making exceptions helps to get books out of the library and into use, then in such cases exceptions should be made.

The conclusion is that library rules must be touched with common sense. If a borrower comes into a library just after the hour for closing has struck, and asks to be permitted to borrow a book, you will break the rule, of course. If a person well known to you, or easily identified as responsible, comes in for books without his card, you will lend him books, of course. And as to this sacred “library card” too much is made of it. Plans for lending books without the presence of this piece of library red tape are easily devised and are, in fact, much in use.

Many libraries find it good practice to lend several books at a time to any citizen, to allow them to be kept a month, and more on special request, and to lend them merely on the basis of the borrower’s citizenship.

The following is a copy, with a few minor changes and omissions, of the information printed on a four-page slip, size 2" x 5", given to every applicant for a borrower’s card in the Newark library: —

NOTES *and* REMINDERS *for Those Who Use*
THE FREE PUBLIC LIBRARY, NEWARK, NEW JERSEY

The library is free to all for reference use.

Any resident of Newark or any non-resident taxpayer may borrow books on signing applica-

tion and agreement at library or branch. Applications are renewed every 3 years. Each borrower is given a library card, on which he may take out two or more books.

Applications of minors under 18 require endorsement of parent, guardian or responsible person.

A non-resident may take two books and two magazines at one time, on payment of \$3 a year. A temporary resident may borrow two books and two magazines on depositing \$3, to be refunded when use of library is discontinued.

Any card holder may draw any number of books from the Duplicate Collection of popular books at one cent a day per book.

Books may be kept one month without renewal except those limited to 7 days. A borrower may renew books at the end of the month by returning them to library or branch, where they may be charged again unless reserved by some other borrower. Books cannot be renewed by mail.

Borrowers give immediate notice of change of address.

Magazines, pictures, music and maps may be borrowed on a library card.

Nearly all books except fiction may be reserved for a fee of two cents.

Borrowers pay for books lost or injured while in their possession.

A fine of 2c. a day is imposed if a book is kept overtime. When a book is three weeks overdue, a messenger is sent for it, who has authority to collect fines and a fee of twenty cents for messenger service. No other notice of overdue books is sent by the Library to adult borrowers. No book is lent to a person who has incurred a fine until the fine is paid.

A card holder is responsible for books drawn on his card and for fines which accrue on it.

A lost card can be replaced without fee 20 days after it is reported lost but borrowers are still responsible for books drawn on the lost card.

Suggestions of books for purchase are asked for.

Our Information File on topics of to-day is kept up to date. It is an encyclopedia of current affairs. Questions are answered by mail or by telephone.

Library telephone number 320 Branch Brook.

In the same library the following, printed on a 2" x 5" slip, is given to every child who becomes a registered borrower: —

HOURS OF OPENING: SUGGESTIONS

THE FREE PUBLIC LIBRARY, NEWARK, NEW JERSEY

Any child in Newark may borrow books from the Children's Room by signing an application endorsed by parent or guardian, at the Library, at the branches, or at school in the presence of the teacher.

Two books and a magazine may be charged to each child's card and may be kept for two weeks without renewal.

A borrower may renew books at the end of the two weeks by returning them to the Library. Books cannot be renewed by mail.

If a card is lost it will be replaced free 20 days after it is reported lost; or in 7 days on payment of ten cents.

The card holder is responsible for all books charged to his card and pays for books lost or injured while in his possession.

A change of address should be reported to the Library at once.

A child pays a fine of two cents a day on each book if books are kept overtime, or he loses the use of his card for two months. When a book

is seventeen days overdue a messenger is sent for it, who has authority to collect fines and a fee of twenty cents for messenger service.

Chapter XXXI

Reports

SO far as the welfare of the library is concerned, the money spent in publishing an elaborate annual report could often be better invested in a few popular books, or, better still, in a few attractively printed statements of progress and of needs, distributed through the community on special occasions. If there must be an annual report for the general public—which will not read it—it should be brief and interesting, without many figures and without many complaints. Do not think it necessary, in making up your report, to adopt the form or the list of contents usually followed by libraries. Give the necessary figures as briefly as may be, and adapt the rest of the report to the library and its community.

I cannot better explain what I mean in the last sentence than by copying most of the narrative part of the reports I made for the Newark library in 1915 and 1917.

The first one, as you will note, is little more than an array of figures. Yet it looks quite readable and perhaps is: —

TO THE COMMON COUNCIL:

Your library now has 226,897 books, 49,000 pictures mounted for lending, 440,000 pictures not mounted but

classified, 1,379 large pictures for use in class rooms and 1,400 prints or engravings mounted and labeled for exhibition or for the student.

New books were bought in 1915 to the number of 23,218. Of these 3,849 were novels old and new; 8,784 were for young people, and many of these were new copies of the old books which the children had shown they liked to read and careful study had seemed to prove are good for them. Of books new to the library, not novels, and not all new to the world of books, 6,582 were bought.

Newarkers borrowed last year for home use 1,194,817 volumes, 6 per cent more than in 1914, 80,770 small pictures, 2,252 large ones and 3,500 poems.

In the Vertical File, the most useful tool the library now has, are about 57,000 items arranged in dictionary form, including clippings from newspapers, articles from magazines, pamphlets, etc., nearly all relating to current affairs. This collection keeps the library up to date quite completely.

The Treasurer's report gives details of expenditures. The payroll now includes 42 members of the staff, 47 messengers or pages, 13 janitors and elevator attendants and an engineer's staff of five. The total payroll is about 53 per cent of the total income, which is the percentage used for this purpose in most large American libraries.

The main library is open about 4,000 hours per year, nearly a thousand of these being after 6 P.M. Most of the staff work two or three evenings a week. The cost of service is large in all public institutions which are open every day until 9 P.M. The city hall is open for business about 2,200 hours per year; public schools about 1,000; business offices about 2,500; stores about 3,000; and factories less than 2,500. Good service cannot be secured for 4,000 hours in all departments of an institution as efficient as we believe Newark's library to be, without the payment of such salaries as will secure good and willing workers.

It is our pleasure to report that the library seems to have gained a very wide reputation for the efficiency of

its service, the excellence of its equipment and the fitness to its purpose of its building.

J. C. D.

This report, for 1917, consists chiefly of statistics, as did that for 1915; but the statistics were preceded by the following: —

TO THE CITY COMMISSIONERS:

A Note by the Librarian

No one can tell just what a free public library does for the city which supports it. One can point to the pleasure it gives to those who use it; but this is a very vague and general product, of the nature indeed of the pleasure given by a public park or a smooth pavement. One can point now and then to a specific case of a person who is definitely helped by the facts and opinions found in the library's books; but cases of this kind are rather rare and are much like those which a good daily newspaper could number by thousands.

Let the question be — "Just how much is added by a public library to a city's enlightenment and civility; to the breadth of its views and to refinement of its daily life; to the reasonableness of its conduct and to the depth and richness of its feelings?" Let this be the question and no answer can be given.

Perhaps it is better so. Perhaps it is wise merely to refer to the fact that in most cases, the best cities have the best libraries and the libraries that are most used and most generously supported, and leave each inquirer to make his choice between two conclusions, — that the good libraries help to make the good cities, or that the good cities insist on having good libraries; — not forgetting that in some cases, poor cities have good libraries thrust upon them.

With this question of what a library does to its city goes quite naturally the question of what a city does with its library. A library can tell and usually does once a year, as we do in the statistical tables which follow, how many books and of what kinds the city took

home to read in the preceding twelve months. But we who are on the inside know that while these figures are gratifying to our pride as managers, they are not satisfying to our curiosity, which keeps us continually asking, "Well, what of it?"

This library has the name of being grateful to its owners, the people of Newark; and the people of Newark have the name of not being much in the way of readers. I hope the former report is true, and I realize that all the factors that have gone to make the Newark of to-day would suggest that the latter is also.

But here are a few facts which can make one who is generous-minded and mildly inquisitive quite ready to believe that a public library does add no small sum each year to its city's illumination and reflection, and that in the particular case of Newark the city does far more with its library than most could believe.

From our shelves I took a few books at random, rather I took them because they happened to be, on certain occasions in the past few weeks, of special interest to me. Library markings in the back of each told me how many times each had been taken home by a Newarker, — and I should add that they all looked as though they had been read as well as taken home.

Here are some of the books, and what the marks told me: Vol. 1 of the plays of Sophocles, Greek and English text on opposite pages. This was put on the shelves about January, 1914. Between then and April, 1917, it was taken out twenty times.

Now Sophocles is not a best seller. He was very popular as a playwright in Athens about 2,300 years ago and to-day, in Newark, Mr. Harold Bell Wright is probably more widely approved than he. Yet twenty of our fellow-citizens have, in recent months, avowed an interest in Sophocles. I could give their names and wish I dared to do so. In one of the plays the girl, Antigone, is told that she must die if she does that which love for her dead brother compels her to do, — and she answers, "Then the worst that can befall me is to die an honourable death." Creon, the King, moralizing on the con-

duct of his people, says, "Of evils current upon earth the worst is money." Words like these from a great tragedy, one of the greatest tragedies, and the whole tragedy itself seem to have still an interest for Newarkers,—though spoken first in a great theatre 450 years before Christ.

I should add that the library has other copies in English of the plays of Sophocles and a look into them all would surely show that more than twenty of our neighbors have returned to the Greek drama in the past few months.

Warner Fite is now a professor in Princeton. While a professor in Indiana University in 1911 he wrote and published a book on "Individualism." This is not a popular topic. The times are making us all look to our legislators for salvation and not to ourselves. Yet this book shows marks of hard reading and has been in the hands of more than twenty borrowers in the six years the library has owned it. Not a remarkable showing, truly, but if you will run your eyes over the several odd thousand books our shelves contain on the subject of human society, you may wonder that twenty selected this one when there are so many of far more fetching titles.

One more example will be enough to complete my text. This also goes back to the ancients and is W. W. Fowler's book on 'Social Life at Rome in the Age of Cicero.' We bought it November, 1912, and it has been in active use thirteen times since then. This book is distinctly "popular" in its field, though not in the sense in which we use that word of the essays of Mr. Bok or Colonel Harvey. It happens to have been written by a man who knows his subject and has learned how to write. It is so true and so clear and so helpful to our understanding of history and of the traits of men, that our high school teachers recommend it to their pupils. It has been to three high schools and was probably used by many students at each place. It is agreeably worn. Of books akin to it—that is, of good books on Roman life and history—the library has many, and many use them.

These are near to being library secrets. Surely no one will charge me with wishing to be patronizing toward our city when I thus far disclose them. It is, in fact, minor points like these, familiar enough to us who daily buy and arrange and point inquirers to and lend good books, which keep alive in us the feeling that our labor is not wasted and is not even rightly to be called trivial. Two hundred and fifty-six thousand books are a good many, especially if they are supplemented by thousands of pamphlets, and pictures, and a thousand current journals, and when we make them convenient to the hands of the nearly 400,000 men and women and boys and girls of our city we think the latter use wisely the former and that the former bring pleasure and wisdom to the latter — in fact, we know it.

J. C. D.

Chapter XXXII

Small Branches of Small Libraries

IN a village or small town the library is usually quite easily reached by all residents, even if it is not near the center of the daily movement of the population. Branches in town or village are therefore not often needed, though they may often prove useful in school buildings, as suggested in another chapter. But many small places, sometimes a country store, a house or two, and no more, are “centers” for farmers who are widely scattered through the adjacent country. In a given town or township there are often several small settlements, only one of which usually has a library. To these scattered farmers and to these small settlements, it may be wise to send collections of books. Find a boy, or girl, or a farmer’s wife who is willing to take a little trouble for the general good, and send

to her a box of books on condition that she lend them to the neighbors as opportunity offers. Make the box about 20" x 24" x 9" inside; put in it a shelf the long way, add a hinged cover if that seems needed, fill it with good books all fixed for easy lending, tell the librarian-to-be how to record borrowers, — though this is often unnecessary, — and send the box off by a farmer or a stage that is to pass the house of the new "branch librarian."

Also, get the keepers of all remote corner stores to take cases of books. And do the same for grange buildings. Good openings for "branches" will suggest themselves to the active minded. Rules, regulations, instructions, red tape, must all be reduced to a minimum in this kind of work. You are in charge of an institution to promote good reading. It is owned and supported by everybody in the town. Almost everybody in the town will welcome a chance to help extend the use of your books, and almost everybody will treat them just as if they were their very own. So you can be quite free with the books in your charge so long as that freedom is, at bottom, freedom for its use by its owners.

Chapter XXXIII

Museums and Libraries

LIBRARIES are found in all good museums. Should museums be found in all good libraries? The answer to this question is not yet given. The small libraries to which this book is mainly addressed are of course in small towns. In

most small towns there are no museums. Many small towns have quite beautiful and quite attractive library buildings. In these buildings the librarians can usually find space to house the beginnings of a local museum. If the town already has a museum it is probably in bad quarters, is not well looked after, and is very little used. Library trustees and librarians can do a public service by bringing such neglected museum beginnings into the library building.

Some of the reasons for doing this have already been suggested. Here are others.

The library building can give room, some little care and heat, light, and janitor service to museum collections with very little, if any, extra cost.

Museum objects are not useful if not seen; in a library they can easily be so placed as to be seen by all of the visitors who care to notice them.

The people who are interested in the museum can keep on working for it even if it is housed in the library; and in the library the product of their work is always visible and interest in it naturally increases.

Objects do not teach one very much unless they are explained by labels; and the labels, which the library will often gladly help to prepare, should refer to books; and the books are in the library right at hand.

If the museum is under its own organization, it can so continue, even if it is in the library building.

What kinds of museums may properly find temporary homes, at least, in a library? All kinds, obviously. But it should be added that the best

museum for a small town is not of a special kind — science, art, industry, history, or what not — but of all kinds! The new museum, now growing in favor, is an “institute for visual instruction.” It teaches with the help of objects; and it gives to its community the kinds of object-teaching that its community likes, and finds helpful.

The conclusion is this, and the books and journals named in the Supplement on museums will lead readers to it: —

The small library in the small town should house the local museum if it can and if that local museum has not a home of its own. Once housed it should help it to be useful by making it attractive. If there is no museum in the town the library can wisely begin one. Local conditions will tell it what group or groups of objects it is best to collect first. Rather, it will discover persons in the town, old or young, who are interested in collecting certain kinds of objects and will urge them to begin a general museum in the library by placing their collections therein.

Here are some of the groups of objects that belong in a museum in a small place: —

Historical material: — books, papers, manuscripts, pictures, and objects:

Scientific material: — especially what is local; things that make more interesting the soil, rocks, plants, insects, birds, animals, etc., of the vicinity.

School material: — meaning objects that will make more interesting to school children any of their studies, and these include maps, pictures, dolls, utensils of primitive peoples, geographic

models, objects arranged to show steps in making things, especially local industries, and many others.

Coins, medals, stamps, etc., that interest so many collectors, young and old.

The work of caring for the objects that come to a library that is welcoming the beginnings of a local museum is considerable. But the librarian is usually the kind of a person who can get volunteer help for work of this kind. Teachers and school children are almost always easily persuaded to join heartily in building up a museum; and out of their co-operation they get much profit.

In many places will be found a few persons of means who will contribute notably to museum beginnings. If such make possible the purchase of cases, get either the best, those good for all time; or the cheapest, such as can be made by a local carpenter. The best are expensive, but will last for a century and be always dustproof.

Chapter XXXIV

Public Documents

THE phrase, "public documents," as it is commonly used, refers only to things published by our own federal government. In this chapter it is used to cover all things published by any governing body whatever. Thus it includes a leaflet on potato blight from an agricultural college, a huge book on London's water supply from the London County Council, and a report on Corea

from the Government of Japan, as well as a report on schools and libraries from the United States Bureau of Education.

That first paragraph almost completes the main purpose of this chapter, which is to lead the librarian of the small library to realize how large is this subject of public documents; how difficult it is to become even tolerably familiar with it; how easy it is to give time and thought to it and arrive nowhere after all; and, how many public documents there are which will add much to the resources and popularity and usefulness of even the very small public library and — are easily obtained.

In the list in the chapter on pamphlets several public documents are mentioned, and suggestions are made on so keeping them that any one of them may be easily found when wanted. I refer here to these notes on pamphlets because most of the public documents that are useful to small libraries are in pamphlet form, and for that reason are often looked upon as of small value and deserving of little care and attention. Thus to look at pamphlets is a great mistake. It is, to-day, quite within reason to say that a very few dollars spent in letters and postage can bring, to almost any small library, books in pamphlet form — all of them being public documents in the meaning I have given that phrase for this chapter — which include such information, suggestions, and advice on subjects of interest to-day as could not be obtained in ordinary bound books at a cost of less than a thousand dollars.

My advice, then, is, get public documents, but

get only those your community can and will use. Accept all that are offered as gifts, of course, but keep and arrange for use only those that you think may be wanted by your clientele. For special things that are outside your usual local demand send to your nearest large library and ask as a loan.

In collecting documents useful to your own library begin in your own town. All its publications are public documents, and you should have them all. Then go outward to your county, and then to your state. From them — and both are large publishers of documents — get such things as in your judgment will be of use. Do not forget state institutions, whose reports and studies are as truly public documents as are, for example, the reports of your state treasurer. And consider the state supported university, for you will find it issues documents of immediate value to your readers.

Next ask yourself, and, if there is no answer there to your question, ask your nearest large library, or your state library commission, what are some of the documents of other states and of other countries that would be of special value to you and how can you get them? It will not be long before good lists of these things will be more commonly published than they are to-day. The Wisconsin Library Commission has published some admirable ones.

The world's greatest publisher is the United States Government. Send to the Superintendent of Documents, Washington, D. C., and ask for a set of its price lists of government publications.

Study the covers of these lists, if you do no more, and thus get a general idea of what the phrase "U. S. Public Documents" includes. See Fig. 60. A very brief study will convince you that, if you are as busy as is the average librarian of a small library, you cannot possibly find time to learn all about our government's publications.

In your community are surely persons who will look over with pleasure and keen interest some of these document lists and tell you of things listed in them that he or she thinks would be used if you were to get them. If you decide that you want them and cannot afford to buy them, even at ten cents and fifteen cents each, then write to your congressman and ask him to send them free. Often he can.

In the Supplement are included, in the book-lists, names of pamphlets and books on U. S. Public Documents. Some of these you should have. This chapter merely opens the subject. I append a few notes on specific things that are worthy of your careful consideration. They will help you to form the habit of being ever on the watch to get, for little or nothing, some of the world's best and latest books, published by our national government.

The United States Department of Agriculture issues a list of "Publications Available for Distribution." These may be obtained free upon application to the Editor and Chief, Division of Publications, Department of Agriculture, Washington, D. C. This department also publishes a "Monthly List of Publications," sent regularly to all who apply for it. On both of these lists instructions are

Price Lists of Government Publications

The only publications sent free by the Superintendent of Documents are his Price Lists. These briefly describe each available book or pamphlet, and all have been revised to embrace current topics as follows:

10. **Laws.** Federal Statutes, and compilations of laws on various subjects.
11. **Foods and Cooking.** Includes nutrition, canning, and cold storage.
16. **Farmers' Bulletins.** Agricultural Reports, Yearbooks, Journal of Agricultural Research. Numerical lists; all are found by subject in other lists.
18. **Engineering and Surveying.** Rivers, harbors, tides, terrestrial magnetism.
19. **Army and Militia.** Manuals, aviation, ordnance pamphlets, pensions.
20. **Public Domain.** Public lands, homesteading, railroad land-grants.
21. **Fishes.** Includes oysters, lobsters, and mussels, sponges, and hatching experiments.
24. **Indians.** Ethnology, mounds, antiquities, Indian wars, etc.
25. **Transportation.** Railroads, shipping, Postal Service, telegraphs, etc.
28. **Finance.** Foreign and domestic banking, currency, accounting, coinage, Liberty loan, War Finance Corporation.
31. **Education.** Includes agricultural and vocational education and libraries.
32. **Insular Possessions.** Guam, Hawaii, Philippines, Porto Rico, Samoa, Virgin Islands, and Cuba.
33. **Labor.** Cost of living, food control, employers' liability, strikes, wages, insurance, child-labor, control of prices.
35. **Geography and Geology.** Natural scenery, fossils, explorations, etc.
36. **Government Periodicals,** for which subscriptions are taken.
37. **Tariff.** Speeches and laws on war revenue, income tax, etc.
38. **Animal Industry.** Domestic animals, poultry and dairy industries.
39. **Birds and Wild Animals.** North American Fauna, game, mice, squirrels, etc.
40. **Chemistry.** Technical investigations of food adulterations, preservatives, and alcohol.
41. **Insects.** Includes bees, and insects harmful to agriculture and to health.
42. **Irrigation, Drainage, Water-power.** Pumps, wells, erosion.
43. **Forestry.** Tree planting, management of national forests, lumber industry.
44. **Plants.** Culture of fruits, vegetables, cereals, grasses, herbs.
45. **Roads.** Construction, improvement, and maintenance.
46. **Soils and Fertilizers.** Soil surveys, fertilizers, nitrates, potash, phosphates.
48. **Weather.** Climate, temperature, rainfall, floods, earthquake, kites.
49. **Proceedings of Congress.** Bound vols. of Congressional Record, Globe, etc.
50. **American History and Biography.** The Revolution, Civil War, etc.
51. **Health.** Disease, drugs, sanitation, water pollution, care of infants.
53. **Maps.** Government maps, and directions for obtaining them.
54. **Political Science.** Prohibition, initiative, recall, woman suffrage, elections.
55. **National Museum and National Academy of Sciences.**
57. **Astronomy.** Naval Observatory and Nautical Almanac Office Publications.
58. **Mines.** Mineral resources, fuel-testing, coal, gas, gasoline, explosives.
59. **Interstate Commerce Commission Publications.**
60. **Alaska.** Gold, coal, and other mineral resources, railroads, explorations, etc.
61. **Panama Canal.** Construction, tolls, treaties, and material on Canal Zone.
62. **Commerce and Manufactures.** Foreign trade, patents, trusts, census, etc.
63. **Navy.** Marine Corps, Coast Guard, armor-plate, battleships, drill books.
64. **Standards of Weight and Measure.** Electricity, radiotelegraphy, etc.
65. **Foreign Relations.** Diplomacy, international law, Mexico, European war.
67. **Immigration.** Alien enlistment, Chinese, Japanese, Negroes, citizenship, naturalization, and illiteracy.
68. **Farm Management.** Agricultural statistics, farm accounts, credits, marketing, and conveniences for farm homes.
69. **Pacific States:** California, Oregon, Washington. All material relating to these States.

How to Remit

Payment should accompany all orders for publications. These remittances should be made payable to the Superintendent of Documents, Government Printing Office, Washington, D. C., by coupons, postal money order, express order, or New York draft. If currency is sent, it will be at sender's risk. Foreign orders should be accompanied by international money order or New York draft.

Postage stamps, coins defaced or worn smooth, foreign money, and uncertified checks will not be accepted.

Coupons that are good until used in exchange for Government publications which are sold by the Superintendent of Documents, may be purchased from this office in sets of twenty for \$1.00.

No charge is made for postage on documents forwarded to points in the United States, Alaska, Guam, Hawaii, Philippine Islands, Porto Rico, Samoa, or to Canada, Cuba, Mexico, or Shanghai. To other countries the regular rate of postage is charged.

Fig. 60. Second page of one of the price lists issued by the Federal Government. Reduced. Original type

page, 4 $\frac{3}{8}$ " wide. Note that these are free on request; that they are lists of publications, not publications themselves; that at least 69 have been issued and that the 44 here noted have been revised up to May, 1919. No library, however small, can afford to neglect the opportunity offered by these free lists to learn of books in pamphlet form issued by the Federal Government, sold at cost and of great interest and value.

printed in regard to sending for documents listed.

The Department of Commerce issues a "List of Publications, Available for Distribution." Some of the documents listed are free, some for sale. The note at the beginning of the pamphlet explains exactly the method of distribution. This department publishes also a "Monthly List of Publications."

The Bureau of Foreign and Domestic Commerce, Department of Commerce, issues a "Catalogue of Bureau Publications." This catalogue has an index, making it easy to look up a given subject and send for documents desired.

All of these documents are for sale by the Superintendent of Documents at the prices stated. five cents to fifty cents.

The United States Bureau of Education will send, upon application, a complete list of available publications. Some of the documents issued by this bureau may be obtained free, some from the Superintendent of Documents at the prices stated.

The United States Geological Survey issues a list of Publications, including those published for free distribution and those for sale. It is furnished with an index of states, subjects, and authors.

The United States Bureau of Education Bulletin,

1918, No. 2. "Guide to United States Government Publications," compiled by Walter I. Swanton, should be kept on file for general information on the subject.

It would be well to get the "Price Lists" already alluded to, issued free by the Superintendent of Documents. New editions appear from time to time and the old ones can be thrown away. These lists are on various subjects, such as immigration, foods, health, and record publications for sale by the Superintendent of Documents. Keep them for reference and buy only the documents that are really needed.

Note in the daily papers mention of the publication of documents, and send for them if this seems worth while. As a rule such documents may be obtained from one's congressman for the asking.

Chapter XXXV

Binding and Mending

NO librarian should try to bind or to conduct personally his own bindery. Binding is a special trade, and skill and speed in it come only by long practice. The librarian cannot become a skilled binder. He should become familiar with the results of the binding he gets by a study of his books. If he finds they do not wear well, but rot, break, or show loose pages, let him keep a few statistics, and if he learns he is wasting money on cheap work or poor material, let him change his material and his processes, and perhaps his binder.

To get good binding, go to a good binder; to learn about the binding craft, practice it and read books on the subject; to discover if your binding is good, watch it and gather statistics of its wear.

In bindings and rebindings one of the most essential things to be secured is ease of opening. A book that opens out easily, and lies flat without being pressed or held in position, will probably keep clean and whole for more than twice as many lendings as one that is held together tightly at the back. As a great many of the library books which call for rebindings have to be trimmed at the back and overcast, it is essential that the overcast sewing be of a flexible nature, one that permits of the easy opening of the book. Probably few of the factors in book construction and book injury have been more effective than the tight binding, held open with difficulty, which is produced by poor overcasting or whipstitching.

Another point that cannot be too strongly insisted on is that books not only differ from one another in their natures and so require different treatment in binding; but also differ in the use they are to receive, and require different bindings on that account.

The thorough binder, the skilled craftsman, adapts his binding to the books and to the use, as far as he can judge of it, which they are to receive. He binds each book so well that it will hold together to the end of time; or until its paper fairly drops to pieces.

The best is the cheapest. If a book is worth

binding let it be bound by the best man available. If possible, buy books so well bound from the publishers' sheets, that they will never need to be bound again.

Set rules for sewing books should not be laid down. Each book is treated by the skillful binder in accordance with the character of its paper, the number of inserts, the thickness of paper, the size of the signatures, the size of the leaves, the use it is to receive, and other facts.

After satisfactory materials and methods of binding for a library have been discovered and adopted, there still remain many questions which can well be answered only by one having a wide knowledge of books. Nor is a general knowledge of books alone enough to qualify one to answer wisely these questions. Close acquaintance with the library's policy in regard to book-saving and book-buying and of its attitude toward the demand for popular and ephemeral fiction; knowledge of its reference work; of the amount of handling its books receive by the public, and of its financial condition and policy — all this and much besides the person in charge of binding should have before she can make wise decisions. And particularly she needs knowledge of paper, editions, prices, and similar matters.

Rules followed in the Newark library in sending books to a bindery are these: —

Remove book-card, stamp it with the word "Bindery" and the date, and then file it with other similar cards, all being kept in groups in accordance with the kinds of binding the books are to

receive. Put together the cards for the books sent each month.

On the title-page of the book underline with light pencil marks such words as are to be gilded on the back. Make the title for the back as short as it can be made without loss of identity.

Send most books in groups with a general note of instruction as to the binding of the whole group. For example, a hundred books may be sent in one lot with a note saying, "Bind in full cloth in the usual style."

When special bindings are required, which call for special instruction, tip lightly in the front of the book, usually on the title-page, a slip of paper, 3" x 5". On this slip write the call-number of the book, the special style of binding wanted, and other remarks when needed.

When books come back from the bindery stamp the date of their return on the lower left corner of the back cover immediately on their receipt. Add to this date the name of the binder if the library employs more than one firm.

This date makes it possible to tell how bindings wear.

Note the style of binding of each book and look for its book slip among the other slips for books of this style.

Examine the lettering and the numbers on the back to see if they are correct, comparing them with the title-page. Examine also the binding throughout.

If all is satisfactory, put pockets and book-plates in all the books which require them.

Mark the pockets. Open each book carefully and thoroughly that the back may be loosened and made more flexible.

All repairing of books should be done by skilled persons. The question of whether or not repairs shall be made at all should be decided by a person who has not only technical skill in repairing, but also knowledge of the use to which the book in hand is likely to be subjected. This because in many cases it will be evident, to a person who knows about the use the books are to have, that certain of them should not be repaired at all, no matter if in quite a dilapidated condition, with loose covers and loose leaves; but should be neatly wrapped in good manila paper, labeled plainly on the back and set again on the shelf. The few times in a year when little-used books are wanted do not, in many cases, warrant their rebinding. Repairs on them, no matter how well done, are likely to injure them. Books which are rarely borrowed, even though they are used occasionally, or even a good deal handled because they stand near books which are much used, should perhaps be mended a little; loose leaves should be tipped in, at least. But work on them beyond that is often injurious.

The feeling that all books in a library should be neatly bound has caused much unnecessary expense.

Mend ordinary books very little; rebind them early; watch results; tabulate them, and make use of experience.

Most of what has thus far been said is taken from my book on Bookbinding for Libraries. War con-

ditions have made it difficult to get the leather mentioned in that work and have raised the prices of all things used in binding. The suggestions which follow are based on present conditions of the binding market, including material, labor, and rent. Especially are they based on a group of bids for the binding of books, of a large eastern library, made in July, 1919. Some of the items in these bids are given below. The three bidders are marked A, B, C.

BIDS FOR LIBRARY RE-BINDING, MADE JULY, 1919

	A.	B.	C.
Best Library Buckram 8" to 9" tall . . . . .	.65	.85	.65
Half Leather Binding, etc., artificial sides, 8" to 9" tall . . . .	.65	.90	.75
Sheet Music in ½ Leather, etc., 11" to 12" tall . . . . .	.95	1.50	1.00
Sheet Music, full Buckram, 11" to 12" tall . . . . .	.90	1.35	.80
Magazines, full Buckram, 9" to 10" tall . . . . .	.95	1.40	1.05
Magazines, ½ Leather, 9" to 10" tall	1.30	1.60	1.30
Newspapers, full Buckram . . .	3.25	6.00	4.00

The leather which is to be used by the binders who quoted these prices is of several kinds. The highest bidder would use a good leather, probably one that would not rot in a few years. But good leather, guaranteed to endure for a long term of years, is now almost unobtainable. The wise plan

is to have books that are to be much used and will probably wear out in three years, like popular novels, rebound in half leather with artificial leather sides; and to use full cloth, or what is called library buckram, for other books. There are now on the market several kinds of artificial leather, and some of them wear very well. But for permanent bindings, good cloth seems the best, and it is also the cheapest.

But after all bear in mind the saying of the best of binders, Mr. Cedric Chivers, that, "a book is not 'bound' in the proper sense of that word unless it is bound in leather"; and enduring leather is still obtainable, at a price.

Chapter XXXVI

Repairing Books

THE universal rule in this matter is, don't. Many of the books which are repaired are so injured by the process itself, or by the wear they receive after they are repaired, that it would have been better for them if they had not been repaired at all, but sent direct to the binder.

Librarians do not pay sufficient attention to book surgery. Repairing of books should be done with skill. Knowledge of the art of mending implies not only knowledge of the process of making a book by machinery and by hand; but also knowledge of different kinds of paper, how they wear, if they

break easily, if they will soon grow brittle, and the effect on them of attempts to hold them with paste or glue.

The weakest point in a book is the joint. In publishers' binding of to-day this joint is made by a piece of super, which is glued to the back of the book and then to the inside of the cover, plus the end paper which is pasted over it and also onto the cover. This super is weak. If it is put on with a poor glue, that glue soon grows hard, the joint is further weakened thereby, and it breaks or tears easily. Also, it parts easily from the back to which it is glued and from the cover. No strings or tapes pass from the book to cover. When the joint once comes loose from either back or cover, or breaks, it cannot well be either attached or mended again. It is sometimes possible to take a broken book out of its case entirely, remove the old and attach new super, add new end sheets, put it again into the case and get considerable use from it. But any other kind of mending of the joint is almost futile, and even this kind is injurious.

Loose leaves appear earliest in books printed on paper which is so heavy that it breaks almost as soon as it is folded. If the loose leaves of such books are tipped in they tend to tear out with them the ones that they are tipped onto.

Full-page illustrations which come loose can in most cases be left out to advantage. To tip them in again hurts the leaves they are fastened to. They are usually so poor that it is a kindness to the reader to throw them away.

In the long run a book needing more than very

slight repairs will give better return if so rebound at once that it will hang together until so dirty that it will have to be thrown away.

General rules for mending books are few. The first and most important of all is: Be sparing with paste or other stickist. Another is: If a machine bound book is broken at the joint, the cover beginning to part from the back, send it to the binder. Parsimony in rebinding is a library thief.

General cleaning: Look through book; turn out corners of leaves which have been turned in; mend torn leaves with transparent mending paper, or Japanese mending tissue; erase dirt and pencil marks.

Pencil marks: For removing soil and pencil marks there are many kinds of erasers. Ask the dealers mentioned in the Supplement about them.

Torn leaves: Ordinary circulating books are best mended with narrow strips of Japanese tissue and paste. This is cheaper than commercial gummed paper and is preferable to it.

Labels: To take off and replace with fresh ones the torn and badly soiled back labels, apply to them a mixture of two parts water and one part ammonia. After they are soaked enough to come off very easily, take them off with a dull knife. In most cases let the water remain on the label for several minutes. To scratch off the label without soaking it first will often injure the book.

Labels should always be put at least four inches from the bottom of the back, that they may not be soiled or worn off in handling. They should be marked with india-ink in large, plain figures. Put

them on as follows: The place for the label being located, wash away the varnish from that place a little with a clean cloth dampened with water and ammonia. If the book is thin, cut the label before it is put on, so that it does not quite reach the edges of the back. If the book is so thin that there would not be sufficient room for the book number on a label cut to fit it, place the label on the upper left corner of the front cover. Press the label tightly and evenly down until it sticks firmly all over. This is most important. Use Dennison's round gummed labels.

Loose leaves: If the loose leaves are illustrations in an ordinary novel, take them out.

To insert loose leaves: Fold half-inch strips of bond paper in the center lengthwise along the grain. With a small brush apply paste to the outside of this strip. Attach half of it to the edge of the loose leaf and the other half to the adjoining leaf, close in by the fold. Loose leaves should be attached in this way only in books which are in good condition. Or, along the back edge of the loose leaf put a little paste. Lay the leaf in place and close the book for a second, then open and push leaf in place with folder.

Books in publisher's cloth, which are breaking out of their bindings, are mended in some libraries with considerable success as follows: —

The case is taken off with care. The super is removed from the margins of the boards and from the back. Necessary repairs are made to end leaves and stitches are taken in the book when out of the case, if need be. The back of the book and

the end leaves are then covered with a thin coat of flexible glue. The book is then again put together. This glues the back of the case directly to the back of the book, making it a tight back. It is reported that books thus repaired wear very well. Newark has not had success with this plan.

Flyleaves and end papers: To add a new flyleaf. Cut suitable paper just the length of the leaves of the book but half an inch wider, fold over the half inch and paste it; attach this half inch to the last flyleaf in the book, close to the joint.

If leaves stick out of book after they have been tipped, guarded, or sewed in, trim them off even with the others.

If the end sheet or lining paper of the cover is soiled or injured, cut a sheet of suitable paper to fit the lining paper exactly and paste the new sheet down all over, fully covering it.

Loose joints: If books are loose along the joint they can sometimes be repaired by pasting along the joint, inside, as a guard, a strip of thin muslin or bond paper, an inch and a quarter wide. Bull-dog cloth is fairly good for this purpose. Fold the strip through the center, paste it and apply it to flyleaf and book cover.

Paste: Paste must not be used if not in good condition. The thickness at which it should be used varies with different kinds of work. Thin paste is quickly taken up and under its application paper quickly expands. In most cases this stretching or expanding of the paper is a disadvantage. If it is desirable that the paper be so applied as not to draw or curl that to which it is applied, it should

be covered quickly with thick paste, then applied at once and not much rubbed after it is in place.

Brushes: You need at least a small brush, about as large as a lead pencil, and another half an inch in diameter.

Gummed paper: Paper and cloth ready gummed and other useful repair material can be bought of dealers mentioned in Supplement.

Paste: There are several good paste powders on the market, needing only to be mixed with water. Ask the dealers.

Chapter XXXVII

Making Your Library Known

HOW can you best advertise your library? Perhaps the answer is, by making it a better library. So far as that is the answer, just so far is this whole book a treatise on advertising; for its chief purpose is to help librarians to improve their libraries.

In other chapters many quite definite suggestions are given on the never-ending task of leading your community to use their library more. To these suggestions a few are here added.

A good rule in advertising is to keep close to facts and use them singly. For example, if you put notes in your weekly paper about your library, and mention books, name them. Do not say, for example, "The library has just received 15 good new books"; but, "The airplane has come to stay and in the library is now the best description of its

future ever written. It is by Jones, the airplane maker. Boys who are making toy airplanes will want to see it; but they will want still more to borrow and use that new book on Airplane models for young inventors, by Smith."

Get a good book on advertising, read it, and see if its advice does not suit your case. Advertising practice has developed many general principles which are pretty well established. Learn what they are, and use them if you can.

The library books, and especially the library periodicals, print much on this subject, and most of it is worth your reading.

Almost everybody in your community reads something. Part of your task is to induce everybody to read more. The ministers ought to help, for reading good books makes for good conduct in old and young. The school-teachers will help, for reading is the most important of all the things they teach. The local newspapers will help, for you can give them news items; and editors and publishers realize that the reading of books leads to more reading of newspapers. Not every one agrees with that last statement; but most admit that reading promotes reading. Every possible form of community life ought to lead to your library some at least of the people who take part in it. Dances, concerts, theatricals, fairs, outdoor sports, village and town improvement work—all these and many other forms of combined play and work for old and young can be made more successful by the use of books and journals that tell about them.

Business people read now far more than they did a few years ago. Business papers, that is, journals that are published for manufacturers, buyers, sellers, investigators, workmen, shippers, railroad and steamship managers and workers, exporters, importers, bankers, insurance men, in fact for men in all fields of activity, are more in number and better in quality than they ever were before, and the number steadily increases, and the quality just as steadily improves. Many kinds of business organizations, like banks, insurance companies, and business men's associations, now publish journals, books, and pamphlets. In the past fifteen years a great many books have been written and published on every aspect of what is commonly called "business," meaning chiefly the management of shops, stores, factories, railways, ships, and all kindred and allied activities. These and other changes in or additions to the national output of printed things mean, of course, that more men read about business than ever before. Librarians are beginning to notice this change, and to adjust their libraries to it. Many librarians are now in the employment of large business firms, putting into practice, in handling the books, pamphlets, letters, reports, and journals which the firms they work for find useful, the arts of the trained library worker.

In the Supplement are references to a few statements about this relatively new part of the library field and to a few books and journals that the small library can wisely buy for the business men of its community.

Signs and posters in the library and in stores,

offices, and public places are useful. Lectures, concerts, talks on books, study clubs, debating societies, and other kindred things, wherever they are held, in the library or out, can contribute directly or indirectly to spreading a knowledge of what the library has.

But, after all, in a library as in a business, the best advertising is that done by good service. The good library is its own best advertisement.

Chapter XXXVIII

The Beginner's First Readings

IN the Supplement is a list of books, etc., which the librarian of the smallest library will find it worth while to have at hand for his information. To this list I add, here, the following definite suggestions about books and parts of books that a beginner can read to his advantage in the first few weeks of his work in a library, or in preparation for that work.

To the items in this list which are elsewhere mentioned and described the publisher and price are not added.

The article *Libraries*, prepared by Melvil Dewey, in *New International Encyclopedia*.

The Story of Books, by G. B. Rawlings.

A Familiar Talk about Books, by J. N. Larned. In his *Books, Culture and Character*, p. 1-38.

Hints to Small Libraries, by M. W. Plummer.

Preface to the Vertical File. (Modern American

Library Economy Series, ed. by J. C. Dana.) H. W. Wilson, N. Y. 50 cents.

Color and Position Method for Filing (Modern American Library Economy Series), p. 1-16, 30-36. H. W. Wilson, N. Y. \$1.

Training for Librarianship, by M. W. Plummer.

Book Selection, by E. L. Bascom.

Classification, by C. Bacon.

The Public and its Public Library, by J. C. Dana. In his *Libraries*, p. 15-32.

A Librarian's Enthusiasm, by J. C. Dana. In his *Libraries*, p. 39-42.

Making a Library Known, by J. C. Dana. In his *Libraries*, p. 115-121.

Libraries, Special, Commercial and Industrial, by J. C. Dana. In *Encyclopædia Americana*, Vol. 17, p. 378-381. 1919.

Public Libraries in America, by W. I. Fletcher.

Of the A. L. A. Handbooks, especially the following: —

How to Choose Editions, by W. E. Foster.

Binding for Small Libraries, by A. L. Bailey.

Mending and Repair of Books, by Margaret W. Brown.

U. S. Government Documents in Small Libraries, by J. I. Wyer.

The Union of the Library and Museum, by W. T. Conklin. In *Public Libraries*, Jan., 1903, p. 3-8; Feb., 1903, p. 47-9.

*Chapter XXXIX***Books in Foreign Languages, Collections of Pictures, Music**

BY the phrase, "Books in Foreign Languages," is meant, in most cases, books in languages other than French and German, for these are almost universally included in libraries of all kinds and sizes.

Some libraries, even quite small ones, that are in towns which have many residents who do not read English, buy a few books for these non-English reading people. Such books it is not easy to select wisely or to buy cheaply. It is doubtful if the small library, even if it acquires them, can use them to produce results adequate to their cost.

This is the age of pictures. Many libraries now collect them, arrange them by subjects, and lend them in quantities to all who ask for them. The labor of handling them is very great and the small library will be wise to consider carefully before it begins to collect and use them. It can, at small cost, start with a few subjects only, such as birds and plants, and see if the labor involved in gathering and arranging pictures of them is too much to pay for the use that is made of them. The chief users in almost any town are the teachers. The Supplement refers to pamphlets and articles on this subject.

Many large libraries have collections of music. It is doubtful if the small library can incur the expense of buying, binding, and caring for this kind

of material. This statement, however, does not apply to bound volumes of moderate size containing music for clubs, schools, churches, etc. Many of these are on the market and are quite freely borrowed from the libraries which have them.

Chapter XL

Library Accounts and Statistics

IN a small library a record of receipts and expenditures should be kept by the librarian.

This calls for little work, and it is a help to the librarian to know just where his library stands financially. If the law, or the by-laws of the trustees, make it necessary to have a treasurer, and they usually do, he should either turn over to the librarian the details of his work, or should give the librarian each month a statement of receipts, payments, and balance to date.

The American Library Association has tried to induce libraries to publish their annual statements of expenditures and activities in a uniform manner. It adopted and published, on December 31, 1914, the table which follows, and urged libraries to follow it in their annual reports. Not a few libraries have done this, some of them giving their statistics, first, in the form dictated by their own peculiar circumstances, and again in a form as near as possible like that asked for by the A. L. A. For many reasons it is very desirable that all libraries use this A. L. A. form in presenting both finances and statistics in their annual reports.

GENERAL F

RECEIPTS.											
YEARLY BUDGET (in Red)				14.000				3.000 445 4			
DATE	VOUCHER NO.	NAME	TAXES APPROPRIATION	TOTAL				BOOKS	PERIODICALS		
		<i>Baker Taylor Co.</i>						125			
		<i>A.C. MacClurg & Co</i>						125			
		<i>Int. Mag. Co.</i>							6		
		<i>P.R. Winkler.</i>									2
CLASSIFIED TOTALS FOR MONTH								250	6		2
CLASSIFIED TOTALS BROUGHT FOR'D				7 000			7 000	500	3/0		
CLASSIFIED TOTALS TO DATE CARD FOR'D				7 000			7 000	750	3/6		2

Fig. 61. Sheet for keeping library accounts, such as can be purchased ready ruled for insertion in loose-leaf binder. It is self-explanatory, and the

PETTY											
RECEIPTS											
TO WHOM PAID	DATE	FINES	RENTAL BOOKS	SALES BOOKS PAPERS	LOSSES AND DAMAGES	NON-RESIDENT DEPOSITS	4 CO OTHER				
	1										
	2										
<i>Am. Ry. Express</i>	3	1	48								
	4										
<i>John Smith.</i>	29	78	54								
	30										
	31										
CLASSIFIED TOTALS FOR THE MONTH		1 78	1 02								
CLASSIFIED TOTALS BROUGHT FOR'D		40 86	26	1							
CLASSIFIED TOTALS TO DATE CARD FOR'D		42 64	27 02	1							

Fig. 62. Sheet for petty cash account. The remarks made under Fig. 60 apply also

ACCOUNT FOR THE MONTH OF *Mar.* 1920[illegible]

ted. Reduced. Original, 11" x 19", including an extension at the left with holes
orm like this, even in a small library, will be found helpful.

ACCOUNT FOR THE MONTH OF *Mar.* 1920[illegible]

Number of volumes of fiction lent for home use

Total number of volumes lent for home use

Adult	Juvenile	Total

Number of volumes sent to agencies

Number of prints lent for home use

Number of music rolls lent for home use

Other circulation (sheet music, clippings, etc.—enumerate)

Number of borrowers registered during year

Adult	Juvenile	Total

Total number of registered borrowers

Registration period, years

Number of newspapers and periodicals currently received
(Give both number of titles and copies—not pieces)

Number of persons using library for reading and study
(Total figures of attendance in reading rooms, *if kept*)

RECEIPTS FROM

Unexpended balance..\$
Local taxation
State grants
Endowment funds ...
Membership fees
Fines and sale of publications
Duplicate pay collection
Gifts
Other sources
(If extraordinary, enumerate and state objects)

Total\$

PAYMENTS FOR

Maintenance
Books\$
Periodicals
Binding
Salaries, library service
Salaries, janitor service
Rent
Heat
Light
Other maintenance...
Total maintenance..\$
Extraordinary, such as
Sites
New buildings
Additions to buildings
Other unusual expenses

Grand total\$

Figures 61 and 62, pages 216-217, are printed forms for keeping account of a library's expendi-

tures. With their legends they are self-explanatory and well adapted to their purposes. Summed up at the end of a year they give librarian and trustees a statement on which they can easily base a budget for the next year.

Every library has its own peculiar conditions of receipts and expenditures and its own peculiar needs as to statistics. The Newark library knows at the opening of each calendar year precisely what money it is to receive within that year, with an occasional exception when it receives a special appropriation for a specific purpose. For its own enlightenment as the months go by it asks its treasurer (the work is done by an assistant to the treasurer, who is a member of the library staff), who keeps a record of all expenditures under the headings in the table which follows, to show totals to date in that table; thus indicating clearly how the year's income is being distributed. This table is here printed because, being much more detailed than are most library reports, it may be helpful to the librarian even of a small library, by giving him suggestions as to how he may wisely divide or distribute his own expenditures in his book-keeping.

The figures and notes which follow, descriptive of certain methods and blanks used in Newark, are not given because they are assumed to be the best; but because I believe that precise details of library method as actually practiced are often more useful than are general statements.

TABLE OF DISTRIBUTION OF EXPENDITURES, NEWARK LIBRARY

(The library has its own heating and lighting plant)

Books	Branch deliveries
Art books, pictures, etc. . .	Branch incidentals ...
Binding	
Periodicals, main library	Business Branch —
Periodicals, branches..	Rent
Postage, general	Light
Postage, lending	Incidentals
Postage, branches	
Trolley fares	Roseville Branch —
Temporary resident re-	Rent
funds	Light, heat
Catalog Department in-	Incidentals
cidental	
Express, cartage, etc. . .	Springfield Branch —
Express, cartage, schools	Rent
Telephones, main li-	Light, heat
brary	Incidentals
Janitor's supplies	
Cleaning windows	Ferry Branch —
Water and ice	Rent
Building repairs and	Light, etc.
alterations	Incidentals
Furniture, equipment	
and repairs	Clinton Branch —
Insurance	Rent
Coal	Light, etc.
Water, boiler	Incidentals
Oil, waste, etc.	
Engineer's sundries ...	West Side Branch —
Lamps	Incidentals
Repairs, boilers, etc....	
Repairs, engines, dy-	Salaries —
namos, etc.	Librarian's office ...
Repairs, elevators	Assistant librarian's
Gas	office
Printing	General office
Printing lists and re-	Publicity office
ports	Accounting depart-
Stationery	ment
Incidentals from petty	Catalog department.
cash	Technical department
Miscellany	Lending department.
Dues and memberships	Periodical depart-
	ment
	Fiction department..

Registration department	Branches
Art department	Business Branch
Art department museum	Roseville Branch ...
Children's department	Springfield Branch..
School department..	Ferry Branch
Bindery, repair department	Clinton Branch
Telephone department	West Side Branch...
Sundays and holidays	Lafayette Branch ...
Soldiers' books	Cleveland Branch...
	Vailsburg Branch ...
	Janitors
	Engineers
	Elevators

One of the rules of the Board of Trustees, which is not included in the rules given in Chapter VI, has to do with the payment of bills. It directs the treasurer to make a list of the bills of each month on a sheet which bears at the top a statement, as shown in Fig. 63. The legend under this figure explains fully this method of approving bills. It is used, in effect, by many large corporations.

Figure 64, part of a pay roll, and Fig. 65, a check, with their legends, make clear methods used in the Newark library.

At a regular meeting of the Board of Trustees of the Newark Free Public Library, June 13, 1919 the following bills for books, binding, periodicals, etc., to the total amount of \$4890.72, were presented for payment, having been certified correct by the Librarian, and the Trustees present having examined the bills, by their signatures below authorized the payment of the same by the Treasurer.

Sheet 51

Voucher	1	Evening News, light Br. 1	5	60
	2	W. Abbott, periodical	8	00
	3	Acad. of Pol. Sci, dues	5	00
<hr/>				
	78	J. Hanamaker, books	195	51
	79	Western Union Tel. Co. time	12	00
	80	H. W. Wilson Co. books	5	00
			4890	72
<p>The foregoing bills have been examined and found correct. (signed) W. B. Morningstern</p> <p>Recommended for payment June 10, 1919 (signed) J. C. Dana, Libn</p> <p>Approved for payment Signed by a majority of the Trustees.</p>				

Fig. 63. Bill certification sheet. Separate bills are not signed by trustees; they are listed on sheet as above, and are certified for payment by the necessary number of trustees — preferably a majority of the Board.

Newark Free Public Library			Pay Roll		MONTH OF		
CHECK NO.	CHECK No.	NAME	MONTHLY SALARY	AMOUNT ADDED	AMOUNT DEDUCTED	TOTAL AMOUNT	
	5421	Mary Anderson	100 00	2 Sund. @ 4.50 9 00	Out 1 day 3 82	105 18	
	5422	John Black	58 50	2 hrs 66		57 16	

Fig. 64. Page from pay roll book. Signatures of those receiving checks appear as endorsements on checks and are not required in the book.

Endorsement of this check is acknowledgment of payment of the following bills			No. 5390	Newark, N. J., 10 Aug. 1919
DATE	FOR	AMOUNT	Ironbound Trust Company	
7/10/19	Books	14 20	Pay to the order of	
7/12/19	"	13 10	Baker and Taylor Co.	
7/10/19	"	58 00	Eighty five 2/100 3/100 Dollars	
		85 30	Newark Free Public Library	
Account verified for Librarian by W.B.M.			\$ 85 30	Sample Treasurer

Endorsement of this check is acknowledgment of payment of the following bills			No. 5421	Newark, N. J., 31 Aug. 1919
DATE	FOR	AMOUNT	Ironbound Trust Company	
Aug.	Salary	100 00	Pay to the order of	
	2 Sund.	9 00	Mary Anderson	
	Out 1 day	3 82	One hundred five 2/100 1/100 Dollars	
		105 18	Newark Free Public Library	
Account verified for Librarian by W.B.M.			\$ 105 18	Sample Treasurer

Fig. 65. Form of voucher check. Not necessary to send bills for receipts. If list of bills paid is too long, list is sent in separate form, and entry reads, "Books as per list of bills herewith." On pay check, overtime paid for and deductions made for lost time, are all noted so that each member of the staff can tell just how amount paid is reached.

Chapter XLI

The American Library Association

THE American Library Association was organized in 1876. It holds annual meetings. It publishes its proceedings in volumes, of which those now in print may be purchased of the A. L. A. Publishing board, 78 East Washington Street, Chicago. It seeks in every practicable way to develop and strengthen the public library as an essential part of the American educational system. It therefore strives by individual efforts, of members, and where practicable by local organizations, to stimulate public interest in establishing or improving libraries, and thus to bring the best reading within reach of all.

Librarians, trustees, and persons interested may become members; the annual fee is \$3 first year, \$2 thereafter. Membership entitles one to a copy of the proceedings. It has now about 4,000 members.

Every person actively engaged in library work owes it to herself, as well as to her profession, to join the American Library Association. If that association is large, if its meetings are well attended, if its proceedings as published show that the problems of library work are carefully studied, if the published proceedings are widely circulated, it is easier to persuade the intelligent part of the public that the librarian's profession is serious, dignified, and calls to its membership men and women of ability and zeal. If the public is persuaded of these things, the position of the humblest

as well as of the highest in the profession is thereby rendered better worth the holding. To attend diligently to one's business is sometimes a most proper form of advertising one's merits. To be a zealous and active member of the A. L. A. is to attend to an important part of one's business, for one cannot join it and work with it and for it and not increase one's efficiency in many ways.

Much of what is said above about the A. L. A. applies with equal force to the association of one's state or neighborhood. Often, moreover, it is possible to attend a state association meeting at small expense of time or money.

For information about library associations and clubs, write to the librarian of your State Library, or to the librarian of any large city. See also Supplement.

Chapter XLII

The Library Workers' Association

THE Library Workers' Association was organized at Atlantic City, April 30, 1920, after two months of preliminary publicity. Its object is to provide, for 12,000 library workers without library school training, a bureau through which they can get information about openings which they are qualified to fill, and, for librarians, a bureau prepared to recommend names from its files of workers available for positions. The Association is an employment agency for library workers in all parts of the United States. It supplies information as freely to other agencies and institutions as it does to libraries. Membership is open to any in sympathy with the aims of the Association.

It does not purpose to become a labor or trade union; or to create unfortunate distinctions between different groups of persons employed in library work; or to depress standards of library work; or to oppose standardization and certification of library service; or to duplicate work performed in an adequate manner by any official bureau of the American Library Association.

Dues, tentatively based on salary of individual and income of institution, may later give place to a percentage fee charged for positions filled. Two weeks after organization memberships numbered 85 and dues total \$600. Its headquarters are not yet established; but the temporary office is 5 Washington Street, Newark, N. J.

Chapter XLIII

Special Libraries

I QUOTE the following in part from an article I prepared in 1918 for the *Encyclopædia Americana* : —

Industrial and commercial libraries are now found in manufacturing and business corporations of all kinds. Their purpose is to supply managers, heads of departments, foremen, clerks and workers with information and suggestions. They are not parts of the equipment for the welfare work, which is carried on in many plants for the comfort, convenience and education of employees, though they are sometimes closely allied to that equipment.

These libraries are one of the results of the recent rapid development of certain manufacturing, commercial and financial methods and of extensions and modifications of the use of print in the preservation and distribution of knowledge.

They have grown in number so rapidly and so quietly in recent years that a census of them would be difficult to make and would be inaccurate the day after its completion. Those who were in charge of a few of the more important ones formed in 1909 a Special Libraries Association, using the word "special" because their work is in most cases confined to a special field, that of the operations of the corporations which respectively employ them. In 1910 this association founded a journal, called *Special Libraries*, whose ten volumes contain most of the published literature on the subject.

Large and small corporations engaged in the following, and many other, industries and businesses, have established libraries of the kind under consideration: Banking, insurance, public utilities, manufacturing in many lines, department stores, wholesale houses, statistical establishments, engineering experts, electrical experts, bu-

reans of standards and economics, civic and commercial bodies.

The list can be extended. But it is long enough to show that the movement toward gathering special knowledge for the special needs of special groups of workers is as broad as are industry and commerce themselves.

These libraries are usually located close to the central offices of their respective corporations. They are, in many cases, put in charge of experts in the art of mastering printed material. Under general instructions from a manager, the expert studies the field of print; gathers what is proper for the corporation's needs; puts it in systematic form by classifying and indexing processes; and, each week or each month, makes brief abstract sheets of such articles or books or parts of books as his knowledge of his corporation's activities leads him to think will be useful, and places these sheets in the hands of such executives, experts, foremen and heads of departments as may find them of value.

Chapter XLIV

County Libraries

MOST of our small rural communities still lack library service. The county library system has proved most helpful in extending library service to villages, corner settlements, and even to isolated farmers. It is, briefly, a system by which, under appropriate legislation, a county decides to tax itself for the cost of extending to all its residents the opportunity to secure some measure of library service. In the Supplement will be found references to literature on this subject; and below is printed most of the county library law passed by the New Jersey legislature in 1920.

This law is, at the time of writing, the last one of its kind to be enacted. It is printed here, not as a model for any other state, but merely to help to show what the county system is. It was, of course, drawn with careful reference to the existing library legislation of New Jersey, which permits any community to adopt by popular vote a law, under which the officials of that community must add to the annual levy a tax of one-third of a mill for library maintenance, and can, if it wishes, make that levy half a mill.

THE MORE IMPORTANT PARTS OF THE COUNTY LIBRARY
LAW OF NEW JERSEY, 1920

Sections 1 and 2 provide for the establishment of a Free County Library for such subdivisions of a county as do not maintain free public libraries, when the provisions of the act are assented to by a majority of the voters of the county, voting at an election at which the matter is submitted.

Section 3 directs the manner of voting in the question and canvassing the returns.

Section 4, after adopting of the act, allows the Board of Chosen Freeholders of a county to make a contract with any existing library or library board for the establishment and maintenance of the county free library, subject to the regulations of the Freeholders.

Section 5 provides, in case no contract is made with an existing library, the Freeholders shall within sixty days appoint a County Library Commission of five members to serve without compensation.

Section 6 provides for the organization of this County Library Commission by election of chairman and for adoption of rules and regulations for the establishment and upkeep of such library.

Section 7 provides for the assessment and collection of the tax necessary to operate the county library, from the municipalities receiving its benefits; the levy to be not less than one-fifth a mill on all the real and personal property in such municipalities.

Section 8 provides for admission to the benefits of the county library act of any municipality already maintaining a public library by application of the municipality to the County Library Commission.

Chapter XLV

National Education Association: Library Department

THE Library Department of the National Education Association holds meetings annually at the same time and place with the N. E. A.

The National Education Association is the largest body of members of the teaching profession in the world. Its membership of 30,000 is rapidly increasing. Its annual meetings bring together from 5,000 to 25,000 teachers of every grade, from the kindergarten to the university. It includes a number of departments, each devoted to a special branch of educational work.

The library department was established in 1897. It has held successful meetings. It is doing much to bring together librarians and teachers. It is arousing much interest in the subject of the use of books by young people, especially young people in the public schools. It works through committees. Here is the work of one committee: It prepared a brief handbook of library, school, and museum work of interest to teachers; a list of "Lists and Aids for Teachers"; an exhibit based on this list for elementary schools; a high school exhibit; and short lists on popular subjects: Camping, Photography, Adventure, etc.

Other committees have accomplished much. They have prepared book-lists for use in elementary schools and a bulletin on simple library methods for rural school-teachers. They have shown the possibilities of a modern high school library and have prepared aids for the high school librarian.

As the value of a library in the public schools depends largely upon its use by the teachers, the Library Department urges the introduction of a brief course in library methods in every high school, normal school, college, and university.

Following the example of the N. E. A. many state and county associations of teachers throughout the country have established library departments. At these are discussed the many aspects of such difficult and as yet unanswered questions, as: What do children most like to read? How interest them in reading? What is the best reading for them? How teach them to use books as tools?

CENTRAL CIRCULATION
CHILDREN'S ROOM

Supplement

Dealers in Library Supplies and Equipment

BOOKBINDERS

Brabant & Valters Book Binding Co. Chicago, Ill.
Chivers Book Binding Co. Brooklyn, N. Y.
Democrat Printing Co. Madison, Wis.
Foster & Futernick San Francisco, Calif.
Languille, Victor J. Spokane, Wash.
Library Binding Co. Cincinnati, Ohio
National Binding Co.

Springfield, Mass.; Syracuse, N. Y.; Cleveland, Ohio
Pacific Library Binding Co. Los Angeles, Calif.
William H. Rademaekers & Son Co. Newark, N. J.
Ruzicka, Library Binder Baltimore, Md.
Sacramento Bookbinding Sacramento, Calif.
Wagenvoord & Co. Lansing, Mich.
Waldorf Binding Co. St. Paul, Minn.
Ward Bros. Jacksonville, Ill.
R. P. Winkler Cincinnati, Ohio

I do not know personally about the quality of the work of the binders named above, except Chivers and Rademaekers. These two I can recommend. I name the others in order to give a list of binders in several parts of the country.

MENDING MATERIALS

Democrat Printing Co. Madison, Wis.
Gaylord Bros. Syracuse, N. Y.
Library Bureau Boston, New York, Chicago
McKee & Hughes Los Angeles, Calif.
Monarch Glue Co. Cincinnati, Ohio
Multum in Parvo Binder Co. Philadelphia, Pa.
F. W. Wentworth & Co. San Francisco, Calif.

FURNITURE, WOOD

- Globe-Wernicke Co.New York City
 *Library BureauBoston, New York, Chicago
 *McKee & HughesLos Angeles, Calif.
 *F. W. Wentworth & Co.San Francisco, Calif.
 *Wood shelving also.

STEEL BOOK STACKS

- Art Metal Construction Co.Jamestown, N. Y.
 Library BureauBoston, New York, Chicago
 McKee & HughesLos Angeles, Calif.
 Post & McCordNew York City
 Snead & Co.Jersey City, N. J.
 F. W. Wentworth & Co.San Francisco, Calif.

VERTICAL FILES

- Globe-Wernicke Co.New York City
 Library BureauBoston, New York, Chicago
 McKee & HughesLos Angeles, Calif.
 F. W. Wentworth & Co.San Francisco, Calif.

LIBRARY SUPPLIES AND CATALOG CASES

- Democrat Printing Co.Madison, Wis.
 Gaylord Bros.Syracuse, N. Y.
 Globe-Wernicke Co.New York City
 H. R. HunttingSpringfield, Mass.
 Library BureauBoston, New York, Chicago
 McKee & HughesLos Angeles, Calif.
 F. W. Wentworth & Co.San Francisco, Calif.
 Yawman-Erbe Manufacturing Co.New York City

PERIODICAL BINDERS

- Democrat Printing Co.Madison, Wis.
 H. R. HunttingSpringfield, Mass.
 W. G. Johnston & Co.Pittsburgh, Pa.
 Library BureauBoston, New York, Chicago
 McKee & HughesLos Angeles, Calif.
 S. A. Stewart Co.Pittsburgh, Pa.

Ward Bros. Jacksonville, Ill.
 F. W. Wentworth & Co. San Francisco, Calif.

DUPLICATING APPLIANCES

American Multigraph Sales Co. Cleveland, Ohio
 Beck Duplicator Co. New York City
 A. B. Dick Co. New York City
 Dodge & Dent New York City
 Neostyle Sales Agency New York City
 Schapirograph Co. New York City
 Underwood Typewriter Co. New York City

Books and Articles on Library Laws

- Abstract of laws relating to Libraries in force in 1915 in the States and Territories of the United States. Privately printed April, 1916. From Carnegie Corporation. May be consulted at any large library.
- Public School Libraries, State laws relating to, in force January 1, 1915; pp. 770-784 of Dept. of Int. Bureau of Educ. Bull. 1915, No. 47. Washington, D. C. Free.
- State Laws relating to Libraries and Museums enacted in 1915, 1916, and 1917; pp. 226-231 of Dept. of Int. Bureau of Educ. Bull. 1918, No. 23. Washington, D. C. Free.
- Yust, W. F. Library Legislation, Chapter IX of A. L. A. Manual of Library Economy. A. L. A. Pub. Board, Chicago. 10 cents.
- Brett, W. H. Comments on Library Legislation. A. L. A. Proceedings, 1916, pp. 319-324.
- Robinson, Julia A. Summary of County Library Laws. Public Libraries, v. 22, pp. 17-19.
- Model Library Law, quoted from Report made at Kaaterskill Conference. Public Libraries, v. 19, p. 67.
- Library Legislation of 1913. Public Libraries, v. 18, pp. 203-206.
- Wright, Purd B. Thought or two on Library Legislation. Extracts from Public Libraries, v. 17, pp. 430-431.
- Eastman, W. R. Library Legislation in 1915; report to N. Y. Library Association: Library Journal, v. 41, pp. 5-11; in 1914, v. 40, pp. 27-28; in 1913, v. 39, pp. 3-9; in 1912, v. 38, p. 22; in 1911, v. 37, pp. 256-259.

Library Schools and Training Classes

The reports and courses of study of some at least of these schools should be obtained by even the very small library. They tell much about library practice.

Libraries having Schools:

Carnegie Library, Atlanta, Ga.
California State Library, Sacramento, Calif.
Public Library, Los Angeles, Calif.
New York State Library, Albany, N. Y.
Public Library, New York, N. Y.
Carnegie Library, Pittsburgh, Pa.
Public Library, Riverdale, Calif.
Public Library, St. Louis, Mo.

Colleges, Universities, etc., having Schools:

University of Illinois, Champaign, Ill.
University of California, Berkeley, Calif.
Pratt Institute, Brooklyn, N. Y.
Simmons College, Boston, Mass.
Syracuse University, Syracuse, N. Y.
Western Reserve University, Cleveland, Ohio.
University of Washington, Seattle, Wash.
University of Wisconsin, Madison, Wis.

Institutions giving summer courses and short courses in Library training:

Boston University, Boston, Mass.
University of California, Berkeley, Calif.
Chautauqua Institution, Chautauqua, N. Y.
Colorado Agricultural College, Fort Collins.
Columbia University, New York, N. Y.
University of Illinois, Champaign, Ill.
*Butler College, Indianapolis, Ind.
*State University of Iowa, Iowa City, Ia.
Public Library, Los Angeles, Calif.
*Simmons College, Boston, Mass.
University of Michigan, Ann Arbor, Mich.

- *Minnesota State University, Minneapolis, Minn.
- *University of Missouri, Columbia, Mo.
- New York State Library School, Albany, N. Y.
- Public Library, Springfield, Mass.
- University of North Carolina, Chapel Hill, N. C.
- University of North Dakota, Grand Forks, N. D.
- Ontario Department of Education, Toronto, Ont., Can.
- *Pennsylvania State College, State College, Pa.
- Rhode Island Normal School, Providence, R. I.
- Public Library, Riverside, Calif.
- University of Tennessee, Knoxville, Tenn.
- *University of Wisconsin, Madison, Wis.

*Indicates courses under auspices of State Library Commissions.

State and Provincial Library Commissions

The states starred in the following list also have State Library Associations or Library Clubs. To get in touch with one of these, write to the Library Commission of the state in which it is found.

- *Alabama Department of Archives and History. Division of Library Extension. Montgomery.
Alabama Library Association.
- *Arkansas Library Commission. Little Rock.
Arkansas Library Association.
- *British Columbia Library Commission. Victoria.
British Columbia Library Association.
- *California State Library. Sacramento.
California Library Association.
San Antonio Library Club.
- *Colorado State Library Commission. Fort Collins.
Colorado Library Association.
- *Connecticut Free Public Library Commission. Hartford.
Connecticut Library Association.
District of Columbia Library Association. Washington.
- Delaware Free Library Commission. Dover.
- *Georgia Library Commission. Atlanta.
Georgia Library Association.

- *Idaho State Library Commission. Boise.
Idaho Library Association.
- *Illinois Library Extension Commission. Springfield.
Illinois Library Association.
Chicago Library Club.
University of Illinois Library Club.
- *Indiana Public Library Commission. Indianapolis.
Indiana Library Association.
Indiana Library Trustees Association.
- *Iowa Library Commission. Des Moines.
Iowa Library Association.
Des Moines Library Club.
Iowa City Library Club.
- *Kansas Traveling Libraries Commission. Topeka.
Kansas Library Association.
- *Kentucky Library Commission. Frankfort.
Kentucky Library Association.
Keystone State Library Association. Williamsport.
- *Maine Library Commission. Augusta.
Maine Library Association.
Maritime Library Association. Nova Scotia.
Maryland Public Library Commission. Towson.
- *Massachusetts Free Public Library Commission. Boston.
Massachusetts Library Club.
Bay Path Library Club.
Cape Cod Library Club.
Old Colony Library Club.
Southern Worcester Library Club.
Western Massachusetts Library Club.
- *Michigan State Board of Library Commissioners. Lansing.
Michigan Library Association.
Ann Arbor Library Club.
- *Minnesota Department of Education, Library Division.
St. Paul.
Minnesota Library Association.
Twin City Library Club.
Mississippi Library Association. Columbus.
- *Missouri Library Commission. Jefferson City.
Missouri Library Association.
Columbia Library Club.
Missouri Valley Library Club.
Southwest Missouri Library Club.
- Montana Library Association. Missoula.
- *Nebraska Public Library Commission. Lincoln.
Nebraska Library Association.

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- *New Hampshire Public Library Commission. Concord.
New Hampshire Library Association.
 - *New Jersey Public Library Commission. Trenton.
New Jersey Library Association.
 - *New York, The University of the State of New York, Edu-
cational Extension Division. Albany.
New York Library Association.
Hudson Valley Library Club.
New York High School Librarians' Association.
New York Library Club.
Northern New York Library Club.
Rochester District Library Club.
Southern Tier Library Club.
 - *North Carolina Library Commission. Raleigh.
North Carolina Library Association.
 - *North Dakota Library Commission. Bismarck.
North Dakota Library Association.
 - *Ohio Library Organization Department. Columbus.
Ohio Library Association.
 - *Oklahoma Library Commission. Oklahoma City.
Oklahoma Library Association.
 - *Ontario Department of Education. Toronto.
Ontario Library Association.
 - *Oregon State Library. Salem.
Multnomah Library Club.
Pacific Northwest Library Association.
 - *Pennsylvania State Library, Library Extension Division.
Harrisburg.
Pennsylvania Library Club.
 - *Rhode Island State Committee of Libraries. Providence.
Rhode Island Library Association.
Saskatchewan Library Association. Regina.
 - *South Carolina Library Association. Marion.
 - *South Dakota Free Library Commission. Pierre.
South Dakota Library Association.
 - Tennessee Library Association. Knoxville.
 - *Texas State Library. Austin.
Texas Library Association.
University of Texas Library Club.
 - Upper Peninsula Library Association. Menominee.
 - *Utah Department of Public Instruction. Salt Lake City.
Utah Library Association.
 - *Vermont Free Library Commission. Montpelier.
Vermont Library Association.
 - Virginia State Library. Richmond.

- Washington State Library Commission. Olympia.
West Virginia Library Association. Huntington.
*Wisconsin Free Library Commission. Madison.
Wisconsin Library Association.
Milwaukee Library Club.
Wyoming Library Association. Cheyenne.

Reference Books for a Small Library

This list is subdivided into three lists, arranged according to relative importance. Buy as many of the books on the three lists as you can. Consult Kroeger's Guide to Reference Books whenever you find you can afford to add others not listed here.

FIRST LIST

- Book review digest (monthly). Wilson, 958 University Avenue, New York. \$10 per year.
Brewer, E. C. Dictionary of phrase and fable. 1896. Lippincott, Phila. \$2.
Brewer, E. C. Historic note-book. 1891. Lippincott, Phila. \$3.50.
Brewer, E. C. Reader's hand-book. 1898. Lippincott, Phila. \$2.50.
Bryant, W. C., ed. Library of poetry and song. 1903. Baker. \$5.
Century cyclopedia of names. 1914. Century Co., New York. \$10.
Hoyt, J. K. Cyclopedia of practical quotations, English, Latin, and modern foreign languages. 1896. Funk, New York. \$6.
Lippincott's new gazetteer. 1911. Lippincott, Phila. \$10.
New international encyclopedia, ed. F. M. Colby and Talcott Williams, 1914-16. 23 v. Dodd, New York. \$120. Second-hand sets, \$50-\$75.
New international year book. Annual. Dodd, New York. \$5 per vol.
Rand, McNally & Co. Library atlas of the world. Indexed. 1912. 2 v. Rand, McNally, Chicago. \$25.
Reader's guide to periodical literature. Wilson, New York. Monthly, including annual number. \$12 per year.

- Smith, E. F. Dictionary of dates. 1911. Dutton, New York. Everyman's library. 70 cents.
- Smith, W. Smaller classical dictionary. Dutton, New York. Everyman's library. 70 cents.
- Statesmen's year book (annual). Macmillan, New York. \$4.50.
- Walsh, W. S. Handy book of literary curiosities. 1893. Lippincott, Phila. \$3.50.
- Webster, N. New international dictionary. Merriam, Springfield, Mass. 1919. \$12.
- Who's who in America. A biographical dictionary of notable living men and women (biennial). Marquis, Chicago. \$6.
- World almanac and encyclopedia (annual). Press Publishing, New York. 35 cents.

SECOND LIST

- Adams, O. F. Dictionary of American authors. 1905. Houghton, Boston. \$4.50.
- Bartlett, J., ed. Familiar quotations. 1904. Little, Boston. \$3.
- Century dictionary and cyclopedia. (Century dictionary and the Century cyclopedia of names combined with the atlas of the world.) 12 v. Prices from \$75 to \$168. Can often be bought second-hand.
- Champlin, J. D., Jr. Young folks' cyclopedia of common things. 1916. Holt, New York. \$3.
- Champlin, J. D., Jr. Young folks' cyclopedia of persons and places. 1911. Holt, New York. \$3.
- Champlin, J. D., Jr., and Bostwick, A. E. Young folks' cyclopedia of games and sports. 1890. Holt, New York. \$3.
- Harper's dictionary of classical literature and antiquities. H. T. Peck, ed. 1897. American Book Company, New York. \$6.
- Hopkins, A. A. Scientific American cyclopedia of receipts, notes and queries. 1911. Munn, New York. \$5.
- New York Times Index. Issued quarterly. N. Y. Times, New York. \$8 per year. Useful, even without the newspaper, for finding dates of important happenings in the world.
- Schmidt, Immanuel. Flügel-Schmidt-Tanger, a dictionary of the English and German languages for home and school. 1910. Lemcke, New York. 2 v. 12.50 m.

- Spiers, Alexander. Dictionnaire général anglais-français et français-anglais; supplement par Victor Spiers. 1905. Mesnil-Dramard, Paris. 15 fr.
- Wheeler, W. A. and C. G. Familiar allusions. 1891. Houghton, Boston. \$2.50.

THIRD LIST

- Baker, E. A. Guide to the best fiction in English. 1913. Macmillan, New York. \$6.
- Brewer, E. C. Dictionary of miracles. 1884. Lippincott, Phila. \$3.
- Chambers, R., ed. Book of days. 2 v. 1891. Lippincott, Phila. \$6.50.
- Christy, R. Proverbs, maxims, and phrases of all ages. 1905. Putnam, New York. \$2.75.
- Frey, A. R. Sobriquets and nicknames. 1889. Houghton, Boston. \$2.50.
- Granger, E. Index to poetry and recitations. 1918. McClurg, Chicago. \$10.
- Harper's encyclopedia of United States history. 1912. 10 v. Harper, New York. \$24.
- Hazell's annual and almanack (annual). Oxford University Press, New York. \$3.
- Haydn, Joseph. Dictionary of dates and universal information relating to all ages and nations. 1910. Ward, London. 21 s.
- Larned, J. N., ed. History for ready reference from the best historians, biographers, and specialists. 1901-1910. 7 v. Maps. Nichols, Springfield, Mass. \$35.
- Merriman, Mansfield. American civil engineers' pocket book. 1916. Wiley, New York. \$5.
- Poole's index to periodical literature. Abridged. 1901. Houghton, Boston. \$12. Supplement, 1900-4. Houghton, Boston. \$5. In a small library this abridgment is sufficient.
- Smith, W. Classical dictionary. Rev. by G. E. Marindin. 1894. Little, Boston. \$6.
- Standard dictionary of the English language. 1916. Funk, New York. \$12.
- Stevenson, B. E., ed. Home book of verse. 1912. Holt, New York. \$8.
- Wheeler, W. A. and C. G. Who wrote it? 1887. Lothrop, Boston. \$2.
- Who's who? (annual). Autobiographies of the leading

men and women of the day; complete peerage, etc. Macmillan, New York. \$7.50.

Periodicals for a Small Library

Those starred are suggested for first purchase. Others to be added where funds permit.

- Century Magazine (monthly), illus. Century. N. Y. \$4.
- *Harper's Magazine (monthly), illus. Harper. N. Y. \$4.
- *St. Nicholas (monthly), illus. Century. N. Y. \$3.
- *Ladies' Home Journal (monthly), illus. Curtis Publishing Co. Phila. \$1.75.
- *Independent (weekly), illus. Independent. N. Y. \$4.
- Industrial Management (monthly), illus. Engineering Magazine. N. Y. \$3.
- Atlantic Monthly (monthly). Atlantic Monthly Co. Boston. \$4.
- *Nation (weekly). Nation Press. N. Y. \$5.
- *Scientific American (weekly), illus. Scientific American Publishing Co. N. Y. \$5.
- Outing (monthly), illus. Outing Publishing Co. N. Y. \$3.
- World's Work (monthly), illus. Doubleday, Page & Co. N. Y. \$4.
- Scribner's Magazine (monthly), illus. Scribner. N. Y. \$4.
- System (monthly), illus. Shaw. Chicago. \$3.
- School and Society (weekly). Science Press. Lancaster, Pa. \$5.
- Automotive Industries (weekly), illus. Class Journal Co. N. Y. \$3.
- Collier's (weekly), illus. Collier & Son., Inc. N. Y. \$2.50.
- Country Gentleman (weekly), illus. Curtis Publishing Co. Phila. \$1.
- Etude (monthly). Theodore Presser Co. Phila. \$2.
- *Everybody's Magazine (monthly), illus. Ridgway Co. N. Y. \$2.
- *Good Housekeeping (monthly), illus. International Magazine Co. N. Y. \$3.
- *Literary Digest (weekly), illus. Funk & Wagnalls Co. N. Y. \$4.
- Modern Priscilla (monthly), illus. Priscilla Publishing Co. Boston. \$1.50.

- *National Geographic Magazine (monthly), illus. National Geographic Society. Washington, D. C. \$2.75.
- *Popular Science Monthly, illus. Modern Publishing Co. N. Y. \$2.
- *Saturday Evening Post (weekly), illus. Curtis Publishing Co. Phila. \$2.
- School Life (semi-monthly). Department of Interior. Washington, D. C. 50 cents.
- Elementary School Journal (monthly). University of Chicago. Chicago. \$1.50.
- The Sphere (weekly), illus. Sphere. London. \$15.
- American Boy (monthly), illus. Sprague Publishing Co. Detroit. \$2.
- New Republic (weekly). New Republic. N. Y. \$5.
- Youth's Companion (weekly), illus. Perry Mason Co. Boston. \$2.
- Life (weekly), illus. Life Publishing Co. N. Y. \$5.

Things Needed in Library Work

BOOKS, PAMPHLETS, PERIODICALS, AND MAPS

Books and pamphlets in this list, the publisher of which is not mentioned, are published by and may be obtained of the American Library Association, 78 East Washington Street, Chicago, Ill. The publications of the A. L. A. are many, and only a selection of those best fitted to this Primer has been made. Send for a complete list.

- A. L. A. Catalog, edited by Melvil Dewey, May Seymour, and Mrs. H. L. Elmendorf. U. S. Supt. of Documents, Washington, 1904. \$1. A catalog of 8,000 volumes, suitable for a popular library.
- A. L. A. Catalog, 1904-11; edited by Elva L. Bascom. U. S. Supt. of Documents, Washington. 50 cents. A selection of about 3,000 titles covering the years 1904-11.
- Cutter, C. A. Rules for a dictionary catalog, 1904. U. S. Bureau of Education, Washington. U. S. Supt. of Documents, Washington. 20 cents.
- Guide to the Study and Use of Reference Books, comp.

- Alice B. Kroeger. 3d edition revised by Isadore G. Mudge. \$2.50. A guide not only to a knowledge of reference books but also to the selection of them.
- Reference Guides that should be known and how to use them, by Florence M. Hopkins. 2d edition, 1919. Willard Co., Detroit, Mich.
- Guide to United States Government Publications, compiled by Walter I. Swanton. U. S. Bureau of Education, Washington. 20 cents. This pamphlet lists all publications under the departments of the government which publish them. A note describes each one. The scope of every department is also defined. Of great service to every librarian.
- Statistics of public, society, and school libraries in the United States, 1918. U. S. Bureau of Education, Washington. Free.
- Subject Headings for use in dictionary catalogs. 3d edition. \$2.50. A very necessary help to the classifier.
- Monthly Catalog U. S. Public Documents. Supt. of Documents, Washington. \$1.10 per year. Free to many libraries. Descriptive classified price list of all government publications. Very useful.
- Statistical Abstract of U. S. Supt. of Documents, Washington. Free. Covers population, finance, commerce, industries, agricultural and other products, immigration, education, etc.
- A. L. A. Book List, monthly except July and August. \$1.50 a year. A. L. A. Publishing Board. An annotated list of 175 to 200 of the best of the current books suitable for small libraries. Indispensable.
- Dana, J. C. Bookbinding for libraries. Library Bureau, N. Y. 1910. \$1. A manual for librarians.
- Dana, J. C. Modern American Library Economy as illustrated by the Newark, N. J., Free Public Library. H. W. Wilson Co., 958 University Avenue, N. Y.
- Charging system. 50 cents.
- Advertising. 50 cents.
- Work with Schools, School Libraries. 50 cents.
- The Vertical File or Information File. 50 cents.
- How to Use a Library. For those who wish instruction that will help them to help themselves. Paper, \$1; bound, \$1.30.
- The Picture Collection. Revised. Tells how to collect, mount, and store pictures. Paper, \$1; bound, \$1.30.

- Filing System by Colored Bands. Describes a method of filing pamphlets, books, maps, etc., by the use of strips of colored paper pasted on their backs. Paper, \$1; bound, \$1.30.
- Dewey, Melvil. Decimal classification. Ed. 10. Library Bureau, N. Y. 1919. \$7.50. Indispensable no matter how small the library. So arranged that any novice can use it.
- Everhart, Elfrida. Handbook of United States public documents. H. W. Wilson Co., 958 University Avenue, N. Y. \$2.50.
- Newark, N. J., Free Public Library. A thousand of the best novels. Newark. 1919.
- Books for boys and girls. Newark. 1916. 1,807 titles, arranged alphabetically by author. The grades to which each title is best suited are indicated by number.
- Reading for Pleasure and Profit. Newark. 1915. Prepared for high-school students.
- These three pamphlets costs 10 cents each by mail.
- Publishers' Trade List Annual. Office of the Publishers' Weekly, N. Y. \$2. Catalogs of all important American publishers bound together in one volume and fully indexed.
- United States Catalog, books in print. H. W. Wilson Co., N. Y. \$15. Author, subject and title in one alphabet. Buy this and supplements when funds permit.
- United States Catalog, supplement, 1902-1905. H. W. Wilson Co., N. Y. \$12.50. Cumulation of the monthly Cumulative Book Index.
- The Wilson Bulletin, issued occasionally. H. W. Wilson Co., 958 University Avenue, N. Y. Free. A very useful bulletin. While primarily published to advertise "The Wilson publications and their uses in library service," it is full of information and contains articles written by librarians on many subjects.

A SELECTED LIST OF SOME OF THE PUBLICATIONS OF THE AMERICAN LIBRARY ASSOCIATION

- A. L. A. Catalog Rules. Author and title entry. 60 cents.
Official rules to be followed in cataloging.
- Books for boys and girls. Caroline M. Hewins. 20 cents.
A selection of children's literature of the last ten years.
- German books, compiled by Emma Gatiker. 50 cents.
- Hungarian books, compiled by J. Maud Campbell. 15 cents.

- French books, compiled by J. C. Bracq. 25 cents.
Swedish books, compiled by Valfrid Palmgren. 25 cents.
Polish books, compiled by Mrs. Josefa Kudlicka. 25 cents.
Russian books, compiled by J. Maud Campbell. 50 cents.
List of French fiction, by Mme. Sophie Cornu and William Beer. 5 cents.
Recent French literature, compiled by Sarah G. Bowerman. 25 cents.
Essentials in library administration, by L. E. Stearns. 15 cents.
Cataloging for small libraries, by Theresa Hitchler. \$1.25.
Management of traveling libraries, by E. D. Bullock. 15 cents.
Aids in book selection, by A. B. Kroeger. 15 cents.
How to start a library, by G. E. Wire. 5 cents.
Notes from the art section of a library, by C. A. Cutter. 5 cents.
A village library, by M. A. Tarbell. 5 cents.
Why do we need a public library, by Chalmers Hadley. 5 cents.
Lists of material which may be obtained free or at small cost, by Mary Josephine Booth. 25 cents. Supplements at small expense books and magazines already in the library.
The library building, by W. R. Eastman. 10 cents.
Furniture, fixtures and equipment, by Linda A. Eastman. 10 cents.
Library administration, by A. E. Bostwick. 10 cents.
Training for librarianship, by Mary W. Plummer. 10 cents.
Library service, by E. V. Baldwin. 10 cents.
Book selection, by E. L. Bascom. 10 cents.
Classification, by Corinne Bacon. 10 cents.
Binding for small libraries, by A. L. Bailey. New edition, 1915. 15 cents.
Lettering on Library Books, by Amer. Libr. Assoc. Book-binding Com., 1919. Free.
Mending and repair of books, by M. W. Brown. Revised, 1916, by Gertrude Stiles. 15 cents.
U. S. Government documents in small libraries, by J. I. Wyer. New edition, 1915. 15 cents.
How to choose editions, by W. E. Foster. 15 cents.

- A normal library budget and its units of expense, by O. R. Howard Thomson. 15 cents.
- Periodicals for the small library, by F. K. Walter. 3d edition, 1919. 10 cents.
- Directions for the librarian of a small library, by Zaidee Brown. 10 cents.
- The Booklist Books, 1919. A selection of three hundred books, including a list of technical books. 25 cents.
- Book review digest, monthly. H. W. Wilson Co., 958 University Avenue, N. Y. \$5. Devoted to the evaluation of current literature.
- Bulletin of the American Library Association. Issued January, March, May, July, September, November. Free to members of the Association.
- Library Journal, semi-monthly. \$5 a year. 62 West 45th Street, N. Y.
- Public Libraries, monthly. \$3 a year. 6 North Michigan Avenue, Chicago. Presents library methods in a manner especially helpful to small libraries.
- Both these journals should be in every public library. Indispensable tools of all library workers.
- Publishers' Weekly, the American book trade journal. 62 West 45th Street, N. Y. \$5. Lists nearly all American and best English books as published. Most useful in book ordering.

Maps

- Maps, Atlases and Geographical Publications, by S. B. Ball. Modern American Library Economy Series, edited by J. C. Dana. H. W. Wilson, N. Y. 75 cents. Includes a list of some eighty publishers and sources of maps, among the most important of the former being:
- Rand, McNally & Co., 536 South Clark St., Chicago.
 - C. S. Hammond & Co., 30 Church Street, N. Y.
 - Edward Stanford, Ltd., 12 Long Acre, W.C., London.
 - John Bartholomew & Co., Duncan St., Edinburgh.
 - Justus Perthes, Gotha, Saxony.

The many map publications of government departments are listed and described in the price list called "Maps: Publications," which may be obtained free from the Superintendent of Documents,

Washington, D. C. The most important government map is the Topographic Map of the United States, in scales of 1, 2, and 4 miles to the inch, published by the Geological Survey at 10 cents a sheet. The Survey is also preparing the United States Section of an International Map of the World, on a scale of 16 miles to the inch, at 40 cents a sheet.

Maps: How they are made: How to read them, by H. N. Dickson. 1912. G. W. Bacon, London. 1s. Obtainable from importing booksellers.

Maps, the Great Time Savers. In a White List of Business Books, by J. C. Dana. In *The Nation's Business*, October, 1918.

Geological and Topographic Maps, their interpretation and use, by A. R. Derryhouse. 1914. Longmans, Green, N. Y. \$1.50.

Interpretation of Topographic Maps, by R. D. Salisbury and A. C. Trowbridge. 1912. Holt, N. Y. 25 cents.

The Librarian's own Book-List

BOOKS ON LIBRARY MANAGEMENT AND HISTORY

The Story of Books, by G. B. Rawlings. Appleton, N. Y. 50 cents.

Books, Culture and Character, by J. N. Larned. 1906. Houghton, Boston. \$1.15.

The Beginnings of Libraries, by E. C. Richardson. 1914. Princeton University Press, Princeton. \$1.

The Story of Libraries and Book-Collecting, by E. A. Savage. Dutton, N. Y. \$1.25. Touches all countries.

The article on Libraries, prepared by Melvil Dewey, in *New International Encyclopedia*.

Public Libraries in America, by W. I. Fletcher. 1902. Little, Boston. Out of print, but obtainable at second-hand. Not replaced by anything else. Published price, \$1.

The Public Library Movement in the United States, 1853-1893, by S. S. Green. 1913. Boston Book Co., Boston. \$2.25.

- Public Libraries in the United States of America, their history, condition and management. Special Report of the Bureau of Education, Washington, 1876. Out of print and scarce, but found with second-hand book-sellers. First authoritative and complete report on theory and practice of libraries.
- A. L. A. Proceedings for 1904, St. Louis Meeting. A. L. A. Chicago, 35 cents. Gives addresses of foreign delegates showing library conditions abroad.
- Hints to small Libraries, by M. W. Plummer. A. L. A. Publishing Board, Chicago. 75 cents.
- The Library Primer, by John Cotton Dana. Library Bureau, Chicago, 1920. \$3.
- Modern American Library Economy Series, edited by J. C. Dana. H. W. Wilson Co., N. Y. Vol. 1, bound, \$12; vol. 2 in nine parts (incomplete), paper, \$7.75.
- Notes on Bookbinding for Libraries, by J. C. Dana. 1910. Library Bureau, Chicago. \$1.
- The American Public Library, by A. E. Bostwick. 1917. Appleton, N. Y. \$1.75.
- The A. L. A. Handbooks and Tracts. A. L. A. Publishing Board, Chicago. 5 to 15 cents each.
- Manual of Library Economy, by J. D. Brown. Grafton, London. 8s. 6d. (English.)
- Classification, Theoretical and Practical, by E. C. Richardson. 1912. Scribner, N. Y. \$1.25.
- Canons of Classification, by W. C. B. Sayers. H. W. Wilson Co., N. Y. \$1. (English.)
- Papers Prepared for World's Library Congress, Chicago. In Education Public Report, 1893, vol. 1, pp. 691-1014. Supt. of Documents, Washington. 90 cents.
- Training for Librarianship, by M. W. Plummer. A. L. A. Publishing Board, Chicago. 10 cents.
- Library Work with Children, reprints of papers and addresses, compiled by M. I. Hazeltine. 1917. H. W. Wilson Co., N. Y. \$1.50.
- The Children's Library, by S. H. (H.) Powell. 1917. H. W. Wilson Co., N. Y. \$1.75.
- Libraries; addresses and essays, by J. C. Dana. 1916. H. W. Wilson Co., N. Y. \$1.80.
- Fundamentals of Reference Service, by Mary Imogene Hazeltine. 1919. Wisconsin Library Bulletin, Madison, Wis.
- Library Activities, 1916-1918, by John D. Wolcott. U. S. Bureau of Education, Washington. Free.

Standard Library Organization and Equipment for Secondary Schools, by National Education Association Committee, C. C. Certain, Chairman Cass Technical High School, Detroit, Mich. Free.

The Federal Executive Departments as sources of information for libraries, by Edith Guerrier. U. S. Bureau of Education, Washington, 1919. Free.

Current Library Information

Most of the sources for keeping up to date have already been mentioned, but they are grouped here for convenience.

The Library Journal.

Public Libraries.

Bulletin of the A. L. A.

The Booklist.

The bulletins of libraries and library commissions. Of these the Wisconsin Library Bulletin, issued monthly by the Wisconsin Free Library Commission, Madison, Wis., \$1 a year, no charge to libraries in Wisconsin; and the Bulletin of the Carnegie Library of Pittsburgh, monthly, Pittsburgh, Pa., 50 cents a year—are especially helpful. There are other good ones, among them the New Jersey Library Bulletin, issued quarterly by the Public Library Commission, Trenton, N. J.; the Library Occurrent, issued quarterly by the Public Library Commission of Indiana, Indianapolis, Ind.; and News Notes of California Libraries, issued quarterly by the California State Library, Sacramento, Calif.,—all of which are free to libraries in their respective states. Do not fail to see the bulletins of your own state library or commission.

Articles on Civil Service in Libraries

Municipal Civil Service in Libraries, by J. T. Jennings. In Public Libraries, June and July, 1909. Vol. 4, pp. 209-212, 250-254.

Municipal Civil Service as Affecting Libraries, by J. T. Jennings. In Library Journal, August, 1911. Vol. 36, pp. 399-406. Paper read at the A. L. A. meeting at Pasadena.

Civil Service Inadequacy, by C. F. D. Belden. In *Public Libraries*, April, 1917. Vol. 22, pp. 143-4.

Civil Service in Public Libraries. Discussion at A. L. A. meeting. In *Public Libraries*, July, 1914. Vol. 9, pp. 280-283.

Books and Articles on Printing

Printing for School and Shop, by F. S. Henry. 1917. Wiley, N. Y. \$1.25. Recent textbook for printers' apprentices and for use in schools.

Modern Methods of Book Composition, by T. L. DeVinne. 1914. Century Co., N. Y. \$2. Typesetting by hand and machine and arrangement and imposition of pages.

Progressive Exercises in Typography, by R. A. Loomis. 1915. Taylor-Holden Co., Springfield, Mass. \$1. For the apprentice printer and school print shop.

Printing, by C. T. Jacobi. 1908. Bell, London. 7s. 6d., obtainable from importing booksellers. One of the best English books.

The American Handbook of Printing, by E. G. Gress. 1913. Oswald Publishing Co., N. Y. \$2.

The Building of a Book, edited by F. H. Hitchcock. 1906. Grafton Press, N. Y. \$2. Non-technical information for readers of books.

The United Typothetæ of America, Committee on Education are publishing a long series of excellent little handbooks on the separate processes, practices, and details of, and connected with, printing. These are sold by the publisher, Chicago, at 50 cents each. Thirty-three numbers have appeared to date, and each contains a list of the entire series.

The following short articles by J. C. Dana will be of interest and service to librarians, even to those who do not expect to go into the subject very deeply.

The Physical Side of Books. In *Library Journal*, August, 1907.

Library Printing. In *Public Libraries*, February, 1908.

The Materials and Features of the Printed Book. In *Printing Art*, October, 1909.

- Paragraphs and Library Book-lists. In *Printing Art*, September, 1907.
- The Printing Press as a Teacher. In *Graphic Arts*, September, 1911.
- What the Public School can do for Printing. In *The Apprenticeship Bulletin*, North End Union School of Boston, January, 1916.
- The Harvard University Course in Printing. In *Graphic Arts*, March, 1911.
- Posters and Printed Publicity. In *Printing Art*, August, 1916.
- The Democracy of Art. In *Printing Art*, February, 1907.

Books on Bookbinding

- Notes on Bookbinding for Libraries, by J. C. Dana. 1910. Library Bureau, Chicago. \$1. Short, specific information for librarians on binding and repairing, list of technical terms defined, addresses of makers of materials and machinery, and a bibliography.
- Library Bookbinding, by A. L. Bailey. 1916. H. W. Wilson Co., N. Y. \$1.25. Processes, materials, and routine of binding as affecting libraries. Technical terms and bibliography.
- Manual of Library Bookbinding, by H. T. Coutts and G. A. Stephen. 1911. Libraco Limited, London. \$2.50. Manual of English library binding and repairing economy; mounted samples of leather, cloth, and buckram; glossary of terms; and a history of binding both early and in various countries.
- Practical Bookbinding, by W. B. Pearce. 1908. Marshall, London. 50 cents. Good, well-illustrated little manual suitable for the beginner.
- Bookbinding, edited by P. N. Hasluck. 1903. Funk & Wagnalls, N. Y. 75 cents. Useful information for workmen. Short.
- Bookbinding and the Care of Books, by Douglas Cockerell, drawings by Noel Rooke. 1902. Appleton, N. Y. \$1.50. Handbook for amateurs, bookbinders, and librarians. Gives more attention to decoration.
- Bookbinding and its Auxiliary Branches (in four parts), by J. J. Pleger. Part 4: Gilt Edging, Goffered Edging, Marbling, Hand Tooling and the Care of Books. 1914. Inland Printer Co., Chicago. \$1.25. One of four thin volumes of valuable instruction and illustrations in good taste.

- Bookbinding as a Handwork Subject, by J. Halliday. Dutton, N. Y. \$1.75. Shows how books can be bound with simple apparatus in a schoolroom.
- Care of Books in the Library, by American Library Association Bookbinding Committee. 1919. Free.
- Syllabus of a Course on Bookmaking and Bookbinding, by S. J. Freeman. 1910. Teachers College, Columbia University, N. Y. 30 cents.

Books and Articles on Museums and Libraries

The museum, or group of experimental museums, discussed by the writers of the following first six books, is housed in, and administered harmoniously with, the public library, although a separate institution.

- The New Relations of Museums and Industries; the story of the first ten years of a group of experimental museums, by J. C. Dana. 1919. Newark Museum Assn.
- The Gloom of the Museum, by J. C. Dana. 1917. Elm Tree Press, Woodstock, Vt. \$1.25.
- The New Museum, by J. C. Dana. 1917. Elm Tree Press, Woodstock, Vt. \$1.25.
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